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ABSTRACT

The purpose of the project reported here involving six high schools and one community college in California was to implement and evaluate consumer education curriculum models comprised of instructional modules developed by teachers in each of the participating schools. After presenting a brief overview of the project, this report describes the seven curriculum models. Described for each are the following: administrators and department staff, the school community, the school, the consumer and homemaking education department, special features of the program, goals for consumer education, aspects of consumer education taught in courses, and staff evaluation of the project outcomes. Appended to the report are a status report of curriculum models form, a student population information sheet, a checklist of steps in field-testing modules, a checklist for assessing the curriculum module, an example of an instructional module, and a sample pre- and post-test. (EM)

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CURRICULUM MODELS FOR consumer and homemaking education

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CURRICULUM MODELS FOR

consumer and homemaking education

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1977

Participating Schools

Azusa High School
Azusa Unified School District
Azusa

Castlemont Senior High School
Oakland Unified School District
Oakland

Durham High School
Durham Unified School District
Durham

Hanford High School
Hanford Joint Union High School District
Hanford

Patrick Henry Senior High School
San Diego City Unified School District
San Diego

Santa Ana College
Rancho Santiago Community College District
Santa Ana

Woodside High School
Sequoia Union High School District
Redwood City

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Foreword

In one of its recommendations, the California Commission for Reform of Intermediate and Secondary Education (RISE) asks us to emphasize throughout the curriculum of our schools "social concepts that reflect present and future needs and concerns," and the commission identified consumer education as one of those needs and concerns:

> Instruction should acquaint learners with the processes used in producing and distributing goods and services. Learners should be taught how to discriminate among the many persuasions, products, and services in the consumer marketplace and how to determine their value. Instruction should also be directed toward developing the functional skills needed to manage income, negotiate business matters, and adopt the attitudes and practices of a wise consumer.

Although this publication, Curriculum Models for Consumer and Homemaking Education, was not prepared in direct response to the RISE commission's recommendation, it does provide models schools can use in meeting the intent of that recommendation. Along with its companion documents, Curriculum Design for Consumer Education and Instructional Patterns for Consumer and Homemaking Education, this publication not only explores the economic-psychological-sociological questions related to the purchasing and consuming of goods but it also provides models that can be used to help students make such explorations. However, in a much broader sense, the three publications provide the framework for teaching consumer education in these times when the decisions in the marketplace, the community, and the home are so critical to our way of life--to our survival as a society. As one of the documents points out, "Recognizing that the choices of each of us have an impact on the lives of all can help us become more responsible citizens."

As educators, we must help our students understand that we share a world that each day becomes smaller than it was the day before. It becomes smaller because it must house more people, feed more people, share with them its wealth. It becomes smaller because its resources become fewer in number and because the waste from its inhabitants becomes a greater burden than it was yesterday. The world becomes smaller because distances continue to be reduced by a mankind that inhabits the land, by a mankind that establishes values for the resources of that land.

We must also help our students understand that we set values each day--for the air we breathe, the water we drink, the food--and the oil--we buy in the marketplace, and we set values for a generation to come. It will matter little to teach these students how to extract the last bit of oil from shale if we then use the oil to feed voracious engines that burn dry in the race for a faster life-style.

It is our goal in consumer education to help students improve their roles as allocators of resources and as purchasers-consumers of the world's products--to help them achieve satisfying life-styles that are in harmony with their world. And that education must begin as early as possible.

As consumers in today's marketplace, our students must understand what alternatives are available to them, what the choices mean, what the consequences of their actions will be--not only in personal terms but also in terms of the effect on the larger world society. The choices are clear, and there seems to be time for our students to be taught how to make choices that will help them and their families achieve a better future.

Superintendent of Public Instruction

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Preface

Curriculum Models for Consumer and Homemaking Education is a product of the third and last phase of the Innovative Curricula in Consumer Education (INCINCE) project, which was developed and administered by the staff of the Bureau of Homemaking Education, California State Department of Education, in cooperation with the Chancellor's Office, California Community Colleges. The project was funded under Part F, Consumer and Homemaking Education, of the Vocational Education Amendments of 1968 (Public Law 90-576) and was designed to aid school district personnel in the initiation, improvement, and expansion of consumer education programs in California public schools.

Material developed in the first phase of the project was published in 1974 in Curriculum Design for Consumer Education: Kindergarten Through Grade Fourteen. This publication provides a conceptual framework for consumer education and is designed to aid school districts in the planning of articulated consumer education programs from kindergarten through community college and adult education. Curriculum Design was developed by a task force made up of representatives from the academic disciplines that contribute to consumer education; all levels of education, from early childhood education to the university; and the community organizations and governmental agencies that deal with consumer concerns.

A result of the second phase of the project was the publication in 1976 of Instructional Patterns for Consumer and Homemaking Education. That publication was designed to aid teachers in the development of performance objectives and instructional strategies that can be used to implement the consumer education concepts expressed in Curriculum Design. Instructional Patterns was developed by a task force of teachers of consumer and homemaking education; the teachers represented all levels of the program.

In the third phase of the INCINCE project, curriculum models were developed for each of the consumer and homemaking education programs of six high schools and one community college in California. In this publication, Curriculum Models for Consumer and Homemaking Education, the authors present these innovative curriculum models, describe the school-community background into which each model was introduced, and evaluate outcomes of the project.

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for Programs

S. L. BARRETT
State Director
of Vocational Education

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Chief, Bureau of
Homemaking Education

A Background for the Curriculum Models

The purpose of the third phase of the Innovative Curricula in Consumer Education (INCINCE) project was to implement and test curriculum models that had been designed by project participants. Factors involved in the design of the models included selecting schools and departments in which the models would be developed; allocating funds; setting a time schedule; designing the models to meet the priorities of each school; and establishing methods of measuring outcomes and evaluating the models. A discussion of these factors will establish a background for understanding the models described later in this publication and will also aid those educators who themselves may someday be involved in a similar project.

Overview of the INCINCE Project

This publication is a result of the implementation phase of the Innovative Curricula in Consumer Education (INCINCE) project. The project was sponsored by the Bureau of Homemaking Education, California State Department of Education, in cooperation with the Chancellor's Office, California Community Colleges. The purpose of the implementation phase was to design and test innovative models for curriculum development in consumer education for programs of consumer and homemaking education in certain California public schools, based on:

1. Socioeconomic level of the school-community
2. Cultural and ethnic composition of school-community
3. Characteristics and needs of the student population
4. Established goals and policies of the school district
5. Significant content of consumer education

Selection of Participating Schools

The consumer and homemaking education departments of six high schools and one community college were selected to design and test curriculum models in consumer education programs in their own schools. Participating schools were selected on the basis of:

1. Geographic location
2. Urban, suburban, or rural setting
3. Socioeconomic level of the school-community
4. Cultural and ethnic composition of the school-community

Development of Curriculum

The curriculum models for consumer education were developed by means of a series of workshop sessions that emphasized the processes of curriculum development and implementation.

Teachers of consumer and homemaking education, assisted by curriculum specialists and consultants in the field of consumer education did the following:

1. Identified a consumer education core
2. Established program priorities
3. Developed program and course objectives
4. Identified relevant consumer education content
5. Designed instructional strategies to achieve objectives
6. Selected appropriate instructional resources
7. Developed methods and materials for evaluation

Funding of the Project

The project, funded under provisions of the Vocational Education Amendments of 1968, Part F (Public Law 90-576), provided for a series of INCINCE conferences for consumer and homemaking education teachers in participating schools. Funding was provided for:

1. Curriculum experts specializing in the design of models
2. Consultants in consumer education
3. Expenses of participants
4. Resource materials in consumer education

Additional funds were allocated to each of the participating departments to be expended for:

1. Released time for teachers to participate in conferences and activities directly related to the project
2. Released time or reimbursement for the time spent by teachers in planning curricula and developing instructional strategies
3. Purchase of instructional materials and curriculum resources in consumer education
4. Purchase of limited items of equipment necessary to the development of the project
5. Cost of services of noncertificated personnel to assist with the development of materials related to the project

Time Schedule

Participants in the INCINCE project began work in 1972 by selecting schools to take part in the project. The next steps were to design curriculum models, implement the models, and disseminate project information and materials.

A more detailed breakdown of the time schedule follows.

Spring, 1972: Selection by representatives of the Bureau of Homemaking Education, Department of Education, and Chancellor's Office, California Community Colleges, of consumer and homemaking education departments to participate in the project. Activities included:

1. Identification of criteria for the selection of participants
2. Nomination of schools by regional supervisors of homemaking education and the Home Economics Consultant for Community Colleges
3. On-site visits and interviews with school administrators and teachers of the consumer and homemaking departments by regional supervisors and project coordinators
4. Selection of participating schools

1972-1973: Design of curriculum models for consumer education. INCINCE conferences for participants were held as follows:

September	Program priorities and objectives
November	Instructional strategies
February	Organizational strategies
March	Instructional resources
May	Evaluation methods and materials
August	Consumer education: content and methods

1973-1974: Implementation of models for consumer education. Activities included:

1. A conference for chairpersons of departments which was held to identify criteria for selection of instructional modules and to establish schedules for field-testing
2. Field-testing of the modules in classrooms
3. On-site conferences and work sessions with project participants
4. An INCINCE conference for teachers and principals of participating schools, which was held to evaluate outcomes of project; consider methods of ensuring continuity; and propose procedures for disseminating project procedures and materials

1974-1975: Dissemination of project procedures and materials. Activities included:

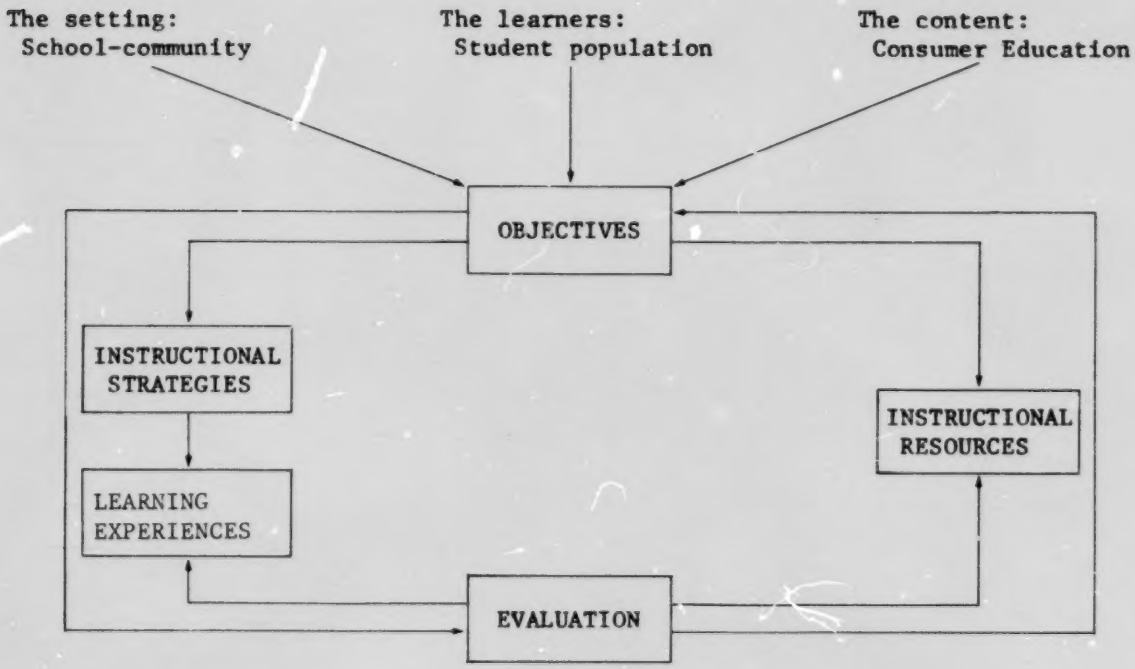
1. State inservice education seminars. Instructional strategies and processes of curriculum development utilized in the project were demonstrated and discussed by participants in a series of statewide inservice education seminars conducted by the Bureau of Homemaking Education.
2. Consumer education clinics. One-day on-site observations of the consumer and homemaking education departments participating in the project were arranged to share instructional strategies, review materials, and discuss procedures in program development.
3. Extension courses on innovative strategies for consumer education. Extension courses, planned in cooperation with state universities, were provided to extend to teachers in the state the processes, materials, and curricula that were developed in the project.

Evaluation

Continuous evaluation by participants and project staff of processes and outcomes was an integral part of the design. Evaluation results are presented as part of this publication.

A Curriculum Model for Consumer Education

To facilitate the process of implementing the consumer education component of the consumer and homemaking education programs in California schools, the INCINCE task force accepted a basic curriculum model that could be adapted to the variety of educational settings and the diverse student populations represented in the project. The model is an adaptation of the Generic Curriculum Model developed in the Taba curriculum development project at San Francisco State University. (Taba Curriculum Development Project in Social Studies: Final Report. Compiled and edited by Norman E. Wallen and others. Reading, Massachusetts: Addison-Wesley Publishing Company, Inc., 1969). A diagram of this model follows.



The design includes the factors of the educational setting, the characteristics of the learners, and the nature of the content of consumer education. These factors influence the model, affect decisions related to the other elements, and contribute to the individuality of the programs developed. The model uses five interrelated and mutually interactive elements--objectives, instructional strategies, learning experiences, instructional materials, and evaluation procedures--as a basis for curriculum development in consumer education.

Assessing Influences that Affect the Model

Educational setting and the learners. In preparation for designing the curriculum models in consumer education, participants were asked to assess two factors--the educational setting and the characteristics of the learners--that would influence decisions and contribute to the individuality of the models designed for their schools. To do this, participants used the "Status Report of Curriculum Models" (Appendix 1) which is a questionnaire on the school community and the characteristics of the student population. This assessment provided the basis for program planning as related to the:

1. School-community: socioeconomic levels, ethnic and cultural composition, employment and housing patterns, and resources and agencies
2. School: policies and goals, organizational structure, and staffing patterns
3. Consumer and homemaking education department: student enrollment, faculty, program goals and objectives, and available facilities and resources
4. Learners: characteristics of student population, socioeconomic status, and cultural and ethnic backgrounds

Content of consumer education. The Curriculum Design for Consumer Education: Kindergarten Through Grade Fourteen was the major source of content. The Curriculum Design offers assistance in organizing consumer education programs concerned with developing skills, attitudes, and understandings that contribute to personal satisfaction, consumer competence, and social responsibility. All of these are important in the allocation and use of consumer resources to shape a life-style that contributes to the quality of living of individuals, families, and communities.

Using the concepts in Curriculum Design, a consumer education core was identified by the participants to provide a consistent focus for the development of the consumer education component of the programs. The consumer core to be included in all areas of the curriculum emphasized diversity in life-styles, accurate perception and use of available resources, effective decision making in the use of resources, and consumer rights and responsibilities.

The following criteria stated in Curriculum Design were accepted as the basis for selection of consumer education content which would:

1. Be relevant to the subject matter area in which it is taught
2. Reflect the most valid and significant consumer information available from authoritative sources
3. Focus on the present consumer concerns of learners in consumer education
4. Be appropriate for maturity and ability of students
5. Deal with basic knowledge that has wide application
6. Provide the means for examining diversities in values, goals, and life-styles as they relate to consumer decision making
7. Stimulate continued interest in consumer education

Designing the Model Curricula

In designing the model curricula, INCINCE project participants established priorities that would aid in the determining of objectives, instructional strategies, and learning experiences. Consideration was also given to the selection of instructional resources and material and the methods of evaluating models.

Priorities for program development. Teachers identified priorities in consumer education for their districts and schools on the basis of data obtained from the study of their students and school community and related to the:

1. Characteristics and needs of the student population
2. Cultural and ethnic composition of the school and community
3. Socioeconomic status of the community
4. Educational policies and goals of the school district
5. Goals of the consumer and homemaking education department
6. Available staff, facilities, and resources of the consumer and homemaking education departments

Participants appraised existing offerings in consumer education in relation to:

1. Areas of emphasis
2. Extent of offerings
3. Numbers and types of students involved
4. Scope of consumer content

Program objectives. Program objectives for the consumer education component of the consumer and homemaking education programs were developed by the teachers working in their school groups. The objectives, stated as general learning outcomes to be worked toward in all areas of the consumer and homemaking education programs, were designed to:

1. Interpret the school's and the department's priorities for consumer education
2. Define the consumer education emphasis of the program
3. Provide criteria for the selection of content
4. Implement the consumer education core

5. Provide a guide for program evaluation
6. Contribute to the achievement of the educational goals of the school and the school's consumer and homemaking education department

Performance objectives. Performance objectives in the cognitive and affective domains were developed by teachers for the consumer education component of each of the courses they taught. The objectives developed in terms of specific learning outcomes to be demonstrated at the completion of the learning sequence were to:

1. Identify the significant consumer concerns of the subject matter area
2. Be appropriate for the maturity levels and abilities of students
3. Represent more complex levels of learning
4. Contribute to effective consumer decision making
5. Encourage objective analyses of values, goals, and life-styles as related to consumer decisions and practices
6. Contribute to the achievement of course objectives

The criteria established for the development of performance objectives were:

1. Describe the student population for which the objective is intended.
2. Identify specific observable student performance expected.
3. Indicate the content in which performance is expected.
4. Specify conditions of performance.
5. Cite standards of acceptable performance.

Instructional strategies. Instructional strategies, representing ordered sequences of precedures performed by the teacher and designed to implement the objectives of the program, were demonstrated and analyzed in relation to:

1. Basic principles of learning
2. Nature of the content to be presented
3. Attainment of stated objectives in the cognitive and affective domains
4. Adaptability to a variety of teaching styles
5. Available facilities and equipment
6. Involvement of students in the learning process

Assisted by curriculum consultants, the teachers designed instructional strategies to achieve cognitive and affective objectives for their consumer education programs. A list of these strategies follows.

1. Communication strategies, which emphasize two-way communication and improve instruction

2. Cognitive strategies, which emphasize cognitive development:

    a. Questioning strategies
    b. Brainstorming

c. Concept development
d. Decision making
e. Inquiry process
f. Field study
g. Laboratory method

3. Affective strategies, which evoke an emotional response:

a. Affective openers
b. Identification of values
c. Value choices
d. Value clarification
e. Value conflicts
f. Exploration of feelings
g. Role playing

4. Confluent strategies, which utilize affective learning experiences in dealing with cognitive data:

a. Taba discussion strategies
b. Simulation
c. Role playing

5. Organizational strategies, which facilitate instruction and the use of facilities and equipment:

a. Large-group instruction
b. Small-group activities
c. Independent study
d. Team teaching

Learning experiences. Consideration was given to the selection and ordering of learning experiences to ensure the achievement of the cognitive and affective objectives of the course offerings in consumer education.

Criteria were established for the selection and design of learning experiences which:

1. Deal with significant content of consumer education.
2. Match the maturity level of learners.
3. Provide sufficient variety to appeal to learners with different backgrounds, interests, abilities, and learning styles.
4. Match the current life experiences of the learners.
5. Provide opportunities for decision making related to consumer concerns.
6. Provide opportunities for multiple learnings in attitudes, skills, knowledge, and feelings.
7. Facilitate the learner's performance in the marketplace.
8. Explore the selected content.
9. Extend experiences into the community.

Teachers were assisted in designing and ordering learning sequences which emphasize:

1. Use of an affective opener as a common experience
2. Variety in the choice and pacing of activities
3. Assimilation of new information into student patterns of learning
4. Relationship of experiences to the life-styles of students
5. Repetition of content in different contexts
6. Sequences of experiences which move students to higher levels of learning
7. Adaptation of time and emphasis to the importance of the learning
8. Multiple approaches to learning

Instructional resources. Available instructional resources for consumer education were examined and evaluated. Strategies for the selection and creative use of instructional resources in classroom situations were demonstrated, including:

1. Assessment of readability of consumer education material
2. Comparison of effectiveness of various types of instructional media in achieving learning objectives
3. Analysis of depiction of ethnic and cultural groups
4. Application of guidelines for equal treatment of males and females
5. Assessment of cultural and social diversity
6. Adaptation of materials for a variety of student groups
7. Creation of teacher-made materials
8. Evaluation of sources of consumer education materials
9. Identification and use of resources available in the school and community

Criteria were established for the selection of instructional resources which:

1. Contribute to the achievement of stated objectives.
2. Relate in content and presentation to realistic consumer situations.
3. Contribute to the development of critical thinking and creative decision making.
4. Present valid, objective information.
5. Match the maturity and ability levels of learners.
6. Represent unbiased authoritative sources.
7. Include representation of ethnic and cultural groups.
8. Avoid sex stereotyping.

Evaluation procedures and instruments. The major types of evaluation procedures for measuring learner attitudes, interests, progress, and achievements were illustrated and analyzed in relation to:

1. Diagnostic evaluation
2. Formative evaluation
3. Summative evaluation
4. Criterion-referenced as opposed to norm-referenced evaluation

Consideration was given to the selection of a variety of methods and instruments for collecting information for evaluation in the cognitive and affective domains, including:

1. Objective tests
2. Subjective measurement devices
3. Affective evaluation procedures
4. Performance tests
5. Student feedback

Teachers were assisted in developing evaluation procedures for their curriculum modules. Assistance was provided in:

1. Constructing a table of specifications relating test items to objectives and content
2. Identifying evidence of acceptable learner performance
3. Constructing valid and reliable instruments
4. Recording and interpreting data
5. Assessing effectiveness of instructional strategies

Consideration was also given to methods of evaluating teaching effectiveness, including:

1. Assessment of student progress as a measure of effectiveness of instructional strategies
2. Student evaluation and feedback
3. Teacher self-evaluation
4. Interaction analysis

Criteria were established for the selection of evaluative procedures and instruments which:

1. Measure student progress toward desired performances stated in the objectives.
2. Represent an adequate sampling of learning performances in relation to content of consumer education.
3. Test the learner's ability to apply knowledge to new and different situations.
4. Encourage self-assessment by learner.
5. Match appropriate developmental level and ethnic cultural backgrounds of learners.
6. Collect evidence continuously before, during, and after instruction.
7. Assess the effectiveness of teaching strategies.

Outcomes

Each teacher developed instructional modules for each of the course offerings. The modules were field-tested in classroom situations, evaluated, and revised. Project outcomes are discussed later in this publication, and field-testing data are on file in the Bureau of Homemaking Education, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.

Seven Curriculum Models

In the 1973-74 school year, curriculum models in consumer and homemaking education were introduced into six high schools and one community college in California. Descriptions of these models, the school community settings, and project outcomes are given in the pages that follow. Unless otherwise noted, data concerning the models and the school communities are given for the 1973-74 school year, and the evaluation of project outcomes is charted for the time of the completion of field-testing (spring, 1974) and for two years after the completion of the project (spring, 1976).

Azusa High School

Consumer and Homemaking Education Department
Azusa High School
Azusa Unified School District
Azusa

Administrators

Lewis Beall, Superintendent
Richard Robertson, Principal
Robert Wilder, Coordinator, Vocational Education

Department Staff

Shelby Kostman, Chairperson
Leota Batt
Beverly Gallatin
Gaynel Sillo

The School Community

Azusa is a suburban community in the San Gabriel Valley, Los Angeles County, in southern California. It is a residential community and has an economic base of aerospace industries, manufacturing, and a variety of small business firms and service industries.

The downtown area of the city contains one of the oldest business communities in the San Gabriel Valley, and many of the original firms continue to serve the needs of residents. However, growth and changing conditions in the entire

area have had an impact on the community. Much of the business activity has been diverted from the downtown area to large regional shopping centers although small, independently owned corner markets and shops continue to flourish in neighborhoods. The residential pattern is changing from predominately small single-family homes to an increasing number of apartment and townhouse complexes.

Azusa is a multicultural community with a population of more than one-third of Mexican-American heritage. Other cultural and ethnic groups are also represented in smaller proportions. Most residents are within the middle and lower-middle range in income, and a few are in the upper-middle and lower-income ranges. Large numbers of second- and third-generation families living in Azusa reflect the stability of the community and contribute to its distinctive character.

The High School

Azusa High School is a four-year comprehensive high school in the Azusa Unified School District. The district operates 11 elementary and three intermediate schools, two comprehensive high schools, a continuation high school, and a laboratory school as well as adult education and Head Start programs.

In 1976 Azusa High School had an enrollment of approximately 1,700 students and was experiencing a decline in enrollment as was the district as a whole. The student population accurately reflects the cultural and socioeconomic composition of the community. More than one-third of the students in the high school are of Mexican-American heritage, an increase of 5 percent over a recent two-year period. Recent enrollment figures also indicate an increase in students from other ethnic and cultural groups.

Although an increasing number of graduates enter four-year colleges or community colleges, more than one-half of the students seek employment immediately after high school. A career education center and a variety of regional occupational programs supplement the regular school program and provide opportunities for career guidance and occupational training for students.

The high school has a traditional organizational pattern and a school day of six 50-minute class periods. A system of "pull-card" scheduling of classes permits students to select courses with the approval of the staff of the department in which the classes are offered.

Azusa High School enjoys a close relationship with the community. A number of departments utilize community experiences as an integral part of the educational program for students and encourage student participation in community activities and services.

The Consumer and Homemaking Education Department

The Consumer and Homemaking Education Department has a staff of four certificated teachers and two paraprofessional aides and enrolls approximately

one-fourth of the total enrollment of the high school; despite a declining school population, department enrollment has been maintained.

A department study conducted at the close of the INCINCE project revealed that an increasing number of boys were enrolled in all areas of the program and that the proportion of Mexican-American students in the program exceeded their representation in the school population as a whole. Because further expansion of course offerings and class sections is limited by district enrollment and staffing policies, the increasing enrollment of boys in the program required the development of a registration policy to ensure equal access to courses for both girls and boys.

Courses in consumer and homemaking education are scheduled on a semester basis. Prerequisites are limited so that courses can be made available to a wider range of students. Students may choose from among 12 courses representing all areas of the consumer and homemaking education program as well as a course in consumer education, "Dollars and Sense." Independent study programs in consumer and homemaking education are available to students who are able to demonstrate acceptable competence and interest in an area of the curriculum. Departmental approval of an independent study program is required.

Five new courses have been designed to meet the identified needs of a more diverse student population. A course in fashion merchandising is being developed on an experimental basis to explore possibilities of expanding student options to include Home Economics Related Occupations programs (HERO).

Consumer education receives a 40 percent curriculum emphasis in all areas of the program and total emphasis in the course entitled "Dollars and Sense." The educational needs of students of differing socioeconomic and cultural backgrounds are basic considerations in the selection of content and instructional materials.

Because students come from families of various cultural backgrounds, particular emphasis is placed on the recognition and respect for diversity of life-styles and the contributions of cultural and ethnic groups to the life of the community. Of central concern is the exploration of alternatives in the use of resources to achieve personal and family goals.

The findings of Azusa High School's Consumer and Homemaking Education Department's study of the school-community, the department itself, and the characteristics of the student population served as the basis for program evaluation and development. Priorities for the design of the curriculum model for consumer education were established by the department staff with the assistance of the community advisory committee.

The central focus of the consumer education program was defined by the department staff as: "The accurate perception and effective use of available resources to achieve a desired life-style through the development of personal abilities and the creative use of family and community resources."

Priorities for program development to implement the focus were identified by the department staff as follows:

1. Achieve a minimum of 40 percent curriculum emphasis in consumer education in each course offering.
2. Design a special course in consumer education to meet the identified needs of students.
3. Select consumer education content and instructional materials relevant to the identified characteristics and needs of students.
4. Design instructional strategies based on learning principles.
5. Utilize a motivational rather than a more traditional approach to learning.
6. Involve students more effectively in learning situations and curriculum planning.
7. Establish a climate in which students and teachers can explore, experiment, innovate, and discover.
8. Interpret the program to students, teachers, administrators, and the community.

The instructional program is experience-oriented and is designed to provide multiple avenues for development of skills in communication, critical thinking, and creative decision making. Four consumer-oriented courses meet the qualifications for California Scholarship Federation credit on the B list. Frequent assessment of student response and input, as an integral part of classroom procedures, provides opportunities for student involvement in planning and evaluating course offerings and the teaching learning environment.

Special Features of the Program

Special features of the consumer education program at Azusa High School include the services of a community aide, cultural enrichment experiences, and a consumer education resource center.

Community aide. A survey of the school community conducted by the Consumer and Homemaking Education Department indicated the desirability of increased staff and community interaction in extending educational opportunities for students. The department used Vocational Education Act, Part F, funds set aside for economically depressed area programs to employ a bilingual community aide to assist in strengthening ties between the department and the community.

The community aide is a valuable member of the department staff and has assisted in the development of a team approach to the teaching and learning situation. The aide provides liaison with families of students and members of the community, locates community resource persons, and identifies community programs and facilities which offer opportunities for expanding classroom learning experiences. In addition, the aide serves as an interpreter in classroom situations when language problems occur and assists the teachers in interpreting the program to parents of students and members of the Mexican-American community.

Cultural enrichment experiences. Department surveys indicate that many students enrolled in Azusa High School have limited opportunities for exploring cultural and social settings beyond the limits of the immediate community. The department designed a cultural enrichment experience, "Discover Los Angeles,"

to introduce students to the realities and resources of the larger community of Los Angeles.

A series of three carefully planned and supervised field trips into the city provides opportunities for selected groups of students to experience the ethnic, cultural, and social diversity present in the broader community. Students are encouraged to view the impact of economic and social forces as well as cultural heritage on the life-styles of individuals and the environment of the community. Extensive follow-up discussions and activities help students to recognize and assess the resources available in the community to improve the quality of life of individuals and families.

Consumer education resource center. A consumer education resource center was established by the teachers and students in the consumer and homemaking education department as an extension of the INCINCE project. The center, located in a room adjacent to the department, provides services for all students and teachers in the high school.

The center was planned, furnished, and decorated by students in the department. Resources used are those available in the department, school, and community. The center is staffed by a paraprofessional aide, who is assisted by parent and community volunteers. The center was designed to provide a stimulating learning environment for students, to serve as a consumer research center for faculty members and students working on independent study or group research projects, and to provide consumer information and assistance to members of the community. It is also used by students and faculty as a place for sharing and distributing a variety of consumer items, such as coupons, clothing patterns, and fabrics.

Goals for Consumer Education

Students enrolled in the consumer and homemaking education program will demonstrate the ability to:

1. Weigh the effects of cultural, social, and economic factors on the life-style of individuals and families.
2. Relate the accurate perception and creative use of resources to the potential for achieving a desired life-style.
3. Apply the decision-making process in assessing alternatives in the marketplace.
4. Analyze the relationship of the national economy to the standard of living of individuals and families.
5. Exercise consumer rights and responsibilities in the marketplace.
6. Relate availability and quality of community services to the quality of personal and family living.
7. Assess the effects of consumer choices and practices on the environment and the conservation of resources.
8. Evaluate the impact of the media on life-styles and consumption patterns of individuals and families.

Aspects of Consumer Education Taught
in Courses at Azusa High School
Azusa Unified School District
1973-1974

ASPECTS OF CONSUMER EDUCATION	COURSE OFFERINGS										
	Homemaking I and II	Bachelor living	Fashions and designing	Creative cooking	Foods	Stitchery	Home planning and furnishing	Exploring childhood	Family study	Marriage study	Dollars and sense
The consumer											
Life-styles	X	X	X	X	X	X	X	X	X	X	X
Resources	X	X	X	X	X	X	X	X	X	X	X
Decision making	X	X	X	X	X	X	X	X	X	X	X
The consumer in the marketplace											
Earning		X					X		X	X	X
Spending		X	X	X	X		X	X	X	X	X
Saving		X		X	X		X		X	X	X
Borrowing	X	X	X				X		X	X	X
Buying	X	X	X	X	X	X	X	X	X	X	X
The consumer and the community											
Economy		X			X				X	X	X
Community services	X		X		X		X	X	X	X	X
Rights and protection	X	X	X	X	X	X	X		X	X	X
Law and protection	X	X	X		X		X	X	X	X	X
Environment	X	X	X		X		X	X	X	X	X
Media	X		X		X		X	X	X	X	X

Staff Evaluation of Outcomes of the INCINCE Project
at Azusa High School
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Students		
Enrollment	Increase in enrollment despite declining school enrollment Increase in percent of boys enrolled Participation of boys in more areas of the program	Maintenance of enrollment despite declining school enrollment Increase in enrollment of boys to approximately 40 percent Enrollment of boys in nearly all areas of program
Activities	Involvement in planning course offerings, selection of guest speakers and resources for department Increased involvement in the learning situation and activities Increased interest in independent study Awareness of consumer concerns Questioning attitude replacing complacent acceptance Redecoration of department classrooms	Increased involvement in planning and evaluating Increased participation on advisory committees Extension of independent study activities Involvement in organizing and furnishing consumer resource center Organization of program for sharing resources Involvement in tutorial programs Assistance in redecorating faculty lunch room and offices
Program		
Change and development	Minimum of 40 percent consumer emphasis in all classes Addition of consumer education course, "Dollars and Sense" Revision of curriculum based on findings of the community study Expansion of program by addition of five new courses	Continuation of 40 percent emphasis in consumer edution Expansion of program to 13 course offerings Organization of independent study program for advanced work in an area

Staff Evaluation of Outcomes of the INCINCE Project
at Azusa High School
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Program (continued)	Elimination of prerequisites for most courses Courses for boys and girls	Expansion of department curriculum limited by school enrollment and staffing policies Development of policy to ensure balance of enrollment of boys and girls
Facilities	Development of consumer resource center Redecoration of department by students	Operation of consumer resource center Redecoration of department completed
Staff	Four certificated teachers Two paraprofessional aides	Maintenance of staff despite reduction of total school staff One full-time paraprofessional aide One community aide
Professional development	Commitment to change Total staff involvement in program development Total staff participation in state and local inservice training program Increased participation in university courses for professional growth Increased sense of professional competence	Continued involvement in professional development Updating of community study and revision of program Expansion of consumer education modules Articulation sessions with intermediate schools of the district

Staff Evaluation of Outcomes of the INCINCE Project
at Azusa High School
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Staff (continued)		
Professional contributions	Staff members serving as resources to teachers of the area Opportunities for observation of program Participation in state in-service education series on INCINCE Cooperation with colleges and universities in student teaching program Report to administrative council on INCINCE	Department-sponsored, districtwide professional growth experience related to an understanding of Mexican-American students Opportunities for observation of program expansion Cooperation with state universities in teaching INCINCE extension courses Consultant services to school districts on consumer education Inservice education for homemaking education teachers Participation on verification teams for program review for Bureau of Homemaking Education Consumer education course for community college developed and taught by staff members Expanded student teaching program
Community involvement	Increased community interest and support Community advisory committee Parent classroom volunteer program Use of community resource persons in the program Extension of classroom into community facilities and services	Student involvement in tutorial programs Increased community involvement Increased number of community resource persons available for consumer education classes Increased assistance in use of community facilities and resources

Staff Evaluation of Outcomes of the INCINCE Project
at Azusa High School
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Staff (continued)		
	Field trips into community	Staff member serving as advisor
	Staff members serving as resource persons on consumer education for community and parent groups	Community participation in development and utilization of consumer education resource center
	Report to Los Angeles County Consumer Affairs Commission	Extension of services as resource persons for community and parent groups on consumer concerns
		Participation on advisory committee for district nutrition project

Castlemont Senior High School

Consumer and Homemaking Education Department
Castlemont Senior High School
Oakland Unified School District
Oakland

Administrators

Ruth Love, Superintendent
Rosemma Wallace, Principal
William Fortman, Coordinator, Vocational, Technical, and Business Education
Opal Massey, Assistant to the Coordinator of Vocational, Technical, and Business Education

Department Staff

Doris Francis, Chairperson
Ruth Meeks
Laura Rosner

The School Community

Castlemont Senior High School is located in the East Oakland area of the City of Oakland in Alameda County. The Port of Oakland is one of the major shipping centers on the West Coast as well as the home of such major industries and corporations as Kaiser Industries and the Clorox Corporation. A redevelopment program now in progress has brought major industrial and financial firms into the area and has revitalized the economic base of the city.

The East Oakland community served by Castlemont High School is a residential and industrial area of the inner city. The population is made up of predominantly low-income black families. The community is experiencing a decline in population and increasing changes in housing patterns from single-family homes to multifamily residences and apartment complexes. A new shopping center has improved the shopping and business facilities available to the residents. A full range of governmental and community services and agencies is readily available to the students and families in the school-community.

The High School

Castlemont Senior High School is an inner-city school in the Oakland Unified School District. The district had an enrollment of 55,066 students in 1976 and maintains 67 elementary schools, 16 junior high schools, and six senior

high schools as well as two continuation and four evening high schools and an adult education program.

The district has an open-enrollment policy which permits students to enroll in the school of their choice. The student population of Castlemont is drawn from a cross section of the city as well as the East Oakland area. In 1976, black students made up approximately 98 percent of the school population of 2,400 students in comparison to a districtwide registration of 60 percent black students. The enrollment in the high school is declining as it is in the district as a whole.

Approximately one-third of the graduates of Castlemont Senior High School enter community colleges and technical schools, and an increasing number enroll in four-year colleges. Half of the students seek employment immediately after high school. The school offers a comprehensive educational program supplemented by a wide selection of vocational education courses provided through the regional occupational program.

The school day is organized into six 50-minute class periods. A system of "mill scheduling" allows students to select the courses and teachers they prefer with the approval of the staff of the department offering the courses.

Consumer and Homemaking Education Department

The Consumer and Homemaking Education Department has a staff of three certificated teachers and serves approximately 20 percent of the total student body. The department survey conducted at the close of the INCINCE project revealed that student enrollment in the department had almost doubled. The most dramatic increase was in the number of boys participating in all areas of the program. Boys account for approximately 38 percent of the department enrollment.

Course offerings were increased from three comprehensive courses scheduled on an annual basis to 13 semester courses providing opportunities for study in all areas of the consumer and homemaking education curriculum. Three courses in home economics-related occupations are also available to students through the regional occupational program.

Content and learning experiences of the courses were adapted to implement the consumer education component and to serve the needs of a wider segment of the student population. Prerequisites were reduced to make courses available to more students. A consumer education course in bachelor living was introduced, and five sections were needed to accommodate all the enrollees during the first semester it was offered. Two additional consumer-oriented courses, "Now Living" and "Survival of Singles," were added to meet student demand.

Consumer education receives a minimum of 25 percent curriculum emphasis in all courses. Major concentration was provided in three courses: "Bachelor Living," "Survival of Singles," and "Now Living." Consideration is given to the selection of consumer education content and instructional materials to meet the identified needs of students and families in the school community.

Instructional strategies are designed to focus on the development of a positive self-image as a resourceful and responsible consumer in the complex marketplace of the city. The program emphasizes the exploration and creative use of community resources available to individuals and families and the support of agencies and organizations which aid consumers.

Information derived from the study of the school-community, the Consumer and Homemaking Education Department, and the characteristics of the students served as a basis for the identification of priorities in the design of a curriculum model for consumer education.

The central focus of the consumer education aspects of the program was defined by department staff as: "The development of personal competence in the identification and utilization of resources available in a large metropolitan community to achieve personal goals and to enrich the quality of personal and family living."

The priorities for program development that were accepted by the department staff to implement this focus are as follows:

1. Achieve a minimum of 25 percent curriculum emphasis in consumer education in all courses.
2. Develop a course in consumer education to meet the identified concerns of students.
3. Assist students in the development of a positive self-image as an informed consumer.
4. Select consumer education content and materials which focus on the concerns of students and families of the school-community.
5. Expand course offerings to serve more students.
6. Emphasize knowledge, attitudes, and skills essential to consumer competence.
7. Design instructional strategies which involve students in learning experiences in the classroom and community.

The instructional program is experience-oriented. Short, self-contained learning sequences provide for active student involvement in learning situations. Classroom organization and learning experiences are designed to provide opportunities for decision making and for the assessment of the consequences of those decisions on the individual, the family, and the community. Classroom learning experiences are extended into the community through the use of study trips, sound filmstrip presentations of community resources and services developed by the vocational education unit of the district, and frequent use of community representatives as resource persons in all areas of the program. Opportunities for student feedback on content, instructional methods, and learning outcomes provide the basis for staff evaluation of the learning situation.

Special Features of the Program

Special features of the consumer and homemaking education program at Castlemont Senior High School include a consumer education resource center and an inservice education program.

Consumer education resource center. A consumer education resource center was established in the Consumer and Homemaking Education Department to assist the teachers in implementing the consumer education component of the program. In the center, curriculum resources and a wide variety of instructional media as well as audiovisual equipment are readily available for classroom use. Resources are selected to implement the consumer objectives of the focus and consideration is given to the particular needs of students enrolled in the department.

District inservice education program. After the first conference of the INCINCE project, the district coordinator for consumer and homemaking education and the INCINCE team met with the district teacher advisory committee to plan ways in which all consumer and homemaking education departments could share the INCINCE experience. An inservice education program, utilizing the INCINCE procedures and materials, was designed to redefine the goals of consumer and homemaking education and to restructure the program to give primary emphasis to the consumer aspects in all areas of the curriculum.

Members of the INCINCE team assumed responsibility for sharing consumer content and resources and for demonstrating instructional strategies developed in the INCINCE conferences. Consideration was given to the adaptation of content, resources, and learning experiences for different student groups. Members of the team served as consultants to district meetings of chairpersons of departments and assisted individual teachers and schools in implementing the consumer education component of their programs. Opportunities were provided for classroom observation and discussion with the teachers at Castlemont. The district coordinator of consumer and homemaking education credits the leadership provided by the Castlemont INCINCE team with the revitalization of the district program, which is experiencing a growth in enrollment despite the declining school population in the district.

Goals for Consumer Education

The students enrolled in the consumer education program will be able to:

1. Accept diversity in life-styles and patterns of living.
2. Analyze the relationship between career choice and the achievement of a desired life-style.
3. Demonstrate the ability to use, extend, and develop available resources--personal, material, and community--to achieve identified goals.
4. Utilize the decision-making process in relation to personal satisfactions and social values.
5. Evaluate alternatives in the marketplace for obtaining the best buys for the money expended.
6. Participate in community affairs related to consumer interests and concerns.
7. Support the development of community resources.
8. Exercise their consumer rights and responsibilities in the marketplace.
9. Weigh effects of their consumer choices and activities on the environment and the community.

Aspects of Consumer Education Taught in Courses
at Castlemont Senior High School
Oakland Unified School District
1973-1974

ASPECTS OF CONSUMER EDUCATION	COURSE OFFERINGS												
	Clothing II	Clothing III	Clothing IV	Foods II	Foods III	Foods IV	Gourmet foods	Child care	Pad of your own	Needle-craft	Now living	Survival of singles	Bachelor living
The consumer													
Life-styles	X	X	X	X	X	X	X	X	X	X	X	X	X
Resources	X	X	X			X	X	X	X	X	X	X	X
Decision making	X	X	X		X	X	X	X	X	X	X	X	X
The consumer in the marketplace													
Earning			X				X				X	X	X
Spending	X	X	X	X	X	X	X	X	X	X	X	X	X
Saving	X			X	X	X			X		X	X	X
Borrowing		X	X						X		X	X	X
Buying	X	X	X	X	X	X	X		X	X	X	X	X
The consumer and the community													
Economy											X	X	X
Community services				X	X	X	X	X	X	X	X	X	X
Rights and protection	X	X	X	X	X	X	X		X	X	X	X	X
Law and protection		X	X	X	X	X	X	X	X		X	X	X
Environment				X	X	X	X		X		X	X	X
Media	X	X		X	X	X	X				X	X	X

Staff Evaluation of Outcomes of the INCINCE Project
at Castlemont Senior High School
Oakland Unified School District
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Students		
Enrollment	Doubling of enrollment in department Increase in enrollment of boys (from seven to 168)	Maintenance of enrollment despite decline in school enrollment Maximum enrollment with present limitations of staff and facilities Enrollment of boys in all areas of the program
Activities	Increased interest and involvement in learning activities Development of a questioning attitude toward consumer concerns Participation in problem-solving activities Involvement in the planning of learning activities	Increased participation in planning and carrying out activities Expressions of appreciation for content of courses Participation with representatives of community agencies in the planning of a consumer fair
Program		
Change and development	Minimum of 25 percent consumer education emphasis in all courses Addition of consumer education course, "Bachelor Living" (Five class sections) All courses available to boys and girls Classes scheduled on a semester basis instead of an annual basis Increase in course offerings from three to 15 Reduction of prerequisites	Expansion of consumer education emphasis in all courses Addition of new courses with major consumer emphasis: "A Pad of Your Own, Survival of Singles, and Now Living" Further expansion of program limited by present staff and facilities

Staff Evaluation of Outcomes of the INCINCE Project
at Castlemont Senior High School
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Program (continued)		
Facilities	Development of consumer education resource center for teachers	Expansion of consumer education resource center
Staff	Three certificated staff members One teacher added in second semester of the first year of project	Three certificated staff members Growth of staff limited by district staffing policies
Professional development	Increased awareness of needs of individual students Total staff commitment and involvement in curriculum revision Development of new strategies and learning activities for students of limited reading ability Staff involvement in local and state inservice education programs Participation in school-community study by the district	Continuing involvement in curriculum evaluation and development Staff involvement in local and state inservice education programs Expansion and development of consumer education modules Articulation meetings with junior high schools
Professional contributions	Organization of inservice education programs for district teachers Cooperation with district coordinator of consumer and homemaking education implementing INCINCE program in the district Opportunities for observation of consumer education program	Presentation of district inservice education program for department chairpersons of consumer and homemaking education Consultant service to high schools in developing courses in bachelor living Inservice education programs for teachers of the area

Staff Evaluation of Outcomes of the INCINCE Project
at Castlemont Senior High School
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Staff (continued)		
	Consultant services to teachers of the district	Expanded opportunities for classroom observations
Community involvement	Resource persons from community	Expanded use of community resource persons
	Study trips in community	Expanded study trip programs
	Resource materials from community agencies and business organizations	Staff and student participation with community representatives in districtwide consumer fair
	Study of community agencies and services a component of all courses	
	Cooperation of Chamber of Commerce in identifying community resources	
	Course offerings increased from three to 12	

Durham High School

Consumer and Homemaking Education Department
Durham High School
Durham Unified School District
Durham

Administrators

Robert G. Batha, Superintendent
William D. Rankin, Principal

Department Staff

Marguerite Crenshaw, Chairperson

The School Community

Durham is a small agricultural community of about 2,000 residents located in Butte County in the Sacramento Valley of northern California. The community has limited business and shopping facilities. Chico, the largest city in the county, serves as the major business center in the area. A variety of service organizations provides a focus for activities and services in the immediate community.

Durham is populated by predominantly white, middle-income families who have been established in the community for generations. A small percentage of residents are in the upper range in income, and a smaller number are in the lower range. The proportion of older retired residents is fairly high and continues to increase.

The opening of a community college in the Durham area has had a decided impact on the community. The influx of 3,500 college students into the community has severely taxed the limited housing and recreational facilities and has reduced employment opportunities for high school students in the area.

The High School

Durham High School is a four-year comprehensive high school in the Durham Unified School District, which also maintains one elementary school. The high school has served generations of students from Durham and the surrounding agricultural areas.

The school enrolls approximately 300 students and is experiencing a gradual decline in enrollment despite the stable population figures of the community.

The student population is predominantly Caucasian; minority students comprise less than 5 percent of the district enrollment.

The educational program is organized on a schedule of six 50-minute class periods per day. Although more than 75 percent of the graduates enroll in nearby California State University at Chico or Butte College, the high school attempts to maintain a balance of academic and vocational programs. To supplement limited community recreational programs and facilities, the school offers opportunities for students to participate in a wide variety of youth activities as an extension of the educational program.

The Consumer and Homemaking Education Department

The Consumer and Homemaking Education Department has one certificated staff member and serves approximately one-half of all the students enrolled each year. The number of boys participating in the program has increased, particularly in courses offered at the senior level. The department serves as a teaching center for the teacher education program at California State University, Chico.

Courses in consumer and homemaking education are scheduled on a yearly basis, but the content and activities are organized to permit student transfer at midterm. Course offerings, although limited in number, provide opportunities for study in all areas of the curriculum and for students at three maturity levels. Major changes have been made in content and learning experiences to implement the expanded objectives of the consumer education aspects of all courses.

Department facilities are being enlarged to accommodate an anticipated expansion of the program. Proposals have been submitted to the administration for the addition of a semester course in consumer education designed for all students in the twelfth grade and for an occupational program in home furnishings.

Consumer education receives a minimum of 25 percent curriculum emphasis in all courses with major concentration in senior homemaking and home and family living. Instructional strategies and learning experiences in consumer education are designed to develop knowledge and skill in dealing with the more complex marketplace of the larger community. Because students come from families of similar backgrounds, particular emphasis is placed on broadening student perceptions of cultural, social, and economic diversity and to extending student awareness of alternatives available to them in creating a life-style for the present and the future.

Information derived from the study of the school-community, the Consumer and Homemaking Education Department, and the characteristics of the student population provided the basis for program revision. Priorities for the design of the curriculum model for consumer education were identified with the assistance of the community advisory committee.

The central focus for the consumer education program was defined by department staff as: "The development of personal competence in the evaluation

of alternatives in the use of resources to achieve personal goals and to create a satisfying life-style."

The priorities for program development to implement the focus were identified as follows:

1. Achieve a minimum of 25 percent curriculum emphasis in consumer education in all courses.
2. Expand student awareness of diversity in life-styles and patterns of living.
3. Design instructional strategies to increase student involvement in the learning process.
4. Select consumer education content and learning materials to expand perceptions of alternatives available in the larger community.
5. Emphasize the knowledge and skills essential to consumer competence in the marketplace.

The instructional program is experience-oriented and emphasis is placed on student involvement in the learning process. Study trips as well as individual and group projects extend classroom learning experiences into the community. Student involvement in the planning and evaluation of content and learning experiences is an accepted part of classroom organization and procedures.

Special Features of the Program

A special feature of the program is a Future Homemakers of America (FHA) chapter. Chapter activities extend learning experiences beyond the classroom and into the community. The varied program of activities provides opportunities for the discovery of individual capacities and for group participation in community-related projects.

Chapter members volunteer their time and expertise in working with young children and in assisting community groups with programs for the elderly. Chapter members participate in the local "adopt a grandparent" program and hire themselves out for odd jobs in the community to earn money for personal Christmas gifts to be given to residents of the local rest home. The chapter also cooperates with school and community organizations in fund-raising activities and community events. Active participation in regional and state meetings serves to expand the students' horizons. Cooperation with other youth organizations in sponsoring recreational and social activities and with chapters in neighboring schools encourages participation in school and community activities.

Goals of Consumer Education

The students enrolled in the consumer education program will demonstrate the ability to:

1. Accept a diversity of life-styles of individuals and families.

2. Apply the decision-making process in relation to personal values and goals.
3. Relate career choice to the potential for achieving a desired life-style.
4. Analyze ways in which available resources may be used to create a life-style now and in the future.
5. Exercise their rights and responsibilities as informed consumers.
6. Participate in volunteer services to the community.
7. Analyze the impact of advertising on consumer decisions.

Aspects of Consumer Education Taught in Courses at Durham High School Durham Unified School District 1973-1974

ASPECTS OF CONSUMER EDUCATION	COURSE OFFERINGS			
	Homemaking I	Homemaking II and III	Senior homemaking	Home and family living
The consumer				
Life-style	X	X	X	X
Resources	X	X	X	X
Decision making	X	X	X	X
The consumer in the marketplace				
Earning			X	X
Spending		X	X	X
Saving		X	X	X
Borrowing		X		X
Buying	X	X	X	X
The consumer and the community				
Economy			X	
Community services	X	X	X	X
Rights and protection	X	X	X	X
Law and protection		X	X	X
Environment				
Media	X		X	X

Staff Evaluation of Outcomes of the INCINCE Project
at Durham High School
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Students		
Enrollment	Maximum enrollment possible with present staff and facilities Increased enrollment of boys	Maximum enrollment with present staff and facilities
Activities	Increased student involvement in learning Increased awareness of different life-styles Participation in consumer oriented FHA activities	New awareness of the community Continuing involvement in learning Extension of FHA community activities
Program		
Change and development	Twenty-five percent consumer emphasis in all courses Major consumer emphasis at senior level Courses available to boys and girls Program expanded to include eighth grade	Expanded emphasis in consumer education Proposed course in consumer education for seniors Proposal for expansion of program to include occupational emphasis
Facilities		Plan for expansion of department
Staff	One certificated teacher	One certificated teacher Projected part-time certificated teacher
Professional development	Expanded concept of consumer education Increased competence in designing instructional strategies	

Staff Evaluation of Outcomes of the INCINCE Project
at Durham High School
1974 and 1976

	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Staff (continued)		
Professional contribution	Organization of district workshop on valuing Cooperation with student teacher program of California State University, Chico Opportunities for observation of consumer education program Participation at local and state levels in inservice education programs Consultant service to schools in the area	Durham teacher also taught at Butte College Cooperation with student teacher program of California State University, Chico Presentation of consumer education clinic, on-site observation for teachers of the area Participation in inservice education programs Consultant service to schools in the area
Community involvement	Study of school community Resource persons from community Field trips into larger community Community advisory committee	Participation in community youth activities Expanded field trip program Continued cooperation of community advisory committee

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Hanford High School

Consumer and Homemaking Education Department
Hanford High School
Hanford Joint Union High School District
Hanford

Administrators

Stratton Tarvin, Superintendent
Max B. Nichols, Principal, East Campus
Phillip H. West, Principal, West Campus
Simon Lakritz, Coordinator, Federal Projects

Department Staff

Kathryn Whitten, Chairperson
Carol Delap
Alice Des Jardins
Kathleen Esperança
Lillian Lee
Marilyn Periera
Linda Tsutsue

The School Community

Hanford is a rural community located in the agricultural area of the San Joaquin Valley of central California. As the county seat for Kings County, Hanford is the focal point of governmental, educational, and social services, as well as the business and shopping center for the surrounding area. There are two major shopping centers, one in the downtown area and a new shopping mall located on the west side of the city.

Hanford is a stable community, populated by predominantly white middle-income citizens. A large Mexican-American population, numerous first- and second-generation families of Portuguese and Dutch ancestry, as well as a smaller number of blacks and Asian Americans add a multicultural dimension to the community.

The income level of most residents is within the lower-middle to upper-middle range, and a small percentage are at the upper-income level, and a somewhat larger percentage are at the lower-income level. Two areas, identified as economically depressed areas, have high concentrations of families of diverse cultural and ethnic backgrounds with incomes below the poverty level. These are high growth areas with a preponderance of residents in the younger age groups.

The basic economy of the area is moving from major dependence on agriculture and related agribusiness to a more diversified economy with the introduction of manufacturing, the growth of the dairy industry, and the development of the Lemoore Naval Air Station. As a result of these changes, the community has experienced a period of rapid population growth, a proliferation of fast food franchises, and the development of apartment complexes and multifamily dwellings.

The High School

Hanford High School is a four-year school in the Hanford Joint Union High School District, which also operates the Earl F. Johnson High School and the Hanford Adult High School. The district serves students of seven elementary school districts in Hanford and the surrounding rural areas. A building program to replace the original buildings on East Campus is in progress as this report is written. The school had an enrollment of approximately 2,300 students in 1976. Sixty-five percent of the school's students live in the urban area, and 35 percent come from the surrounding rural communities. The enrollment of the school reflects the general socioeconomic and cultural patterns of the community.

The high school is located on two campuses. Each campus has its own principal, but each department is organized under one department chairperson. Classes for ninth- and tenth-grade students are conducted on the West Campus, and classes for eleventh- and twelfth-grade students are held on the East Campus. Busses facilitate the movement of students and faculty from one campus to the other during the school day.

The school offers a comprehensive educational program to meet the needs of a diverse student population. A career education center and a variety of occupational programs offer opportunities for career guidance and occupational training.

The school operates on a rotating, four-day schedule with six 50-minute periods each day. The school is presently experimenting with arena scheduling for enrollment purposes, which has met with favorable reactions from both faculty and students.

The Consumer and Homemaking Education Department

The Consumer and Homemaking Education Department has a staff of six certificated teachers and two paraprofessional aides. The department is a teaching center for students from the Home Economics Department of California State University, Fresno.

The department serves approximately 40 percent of the total student enrollment in consumer and homemaking education and the Home Economics Related Occupations (HERO) program. A department survey conducted at the close of the INCINCE project revealed that efforts to extend the program to a broader segment of the school population were successful in increasing both the total

enrollment of the department and diversity of students enrolled in the program. The number of boys participating in the program increased as well as the proportion of students from different cultural and ethnic groups. The most dramatic increase was noted in the consumer education course, "On Your Own," which enrolled students in eight sections.

All courses in consumer and homemaking education are scheduled on a semester basis and are open to both girls and boys. Course offerings were increased from eight to 13, and prerequisites were reduced in order to make courses available to more students. Students may now choose from 13 courses representing all areas of the consumer and homemaking education program and a special course in consumer education as well as four HERO programs. Selected courses may be offered on both campuses for the convenience of students.

Consumer education receives a minimum of 25 percent emphasis in all courses, and total emphasis on consumer education is the purpose of a course entitled, "On Your Own." Consideration is given to the selection of relevant consumer content and instructional materials to meet the needs of a diverse student enrollment. Because approximately 38 percent of the students come from ethnic and cultural minorities and from a range of socioeconomic backgrounds, increased emphasis is placed on exploring diversity in values, goals, and the uses of available resources in achieving desired life-styles.

A study of the school community, the Consumer and Homemaking Education Department, and the characteristics of the student population served as the basis for an evaluation of the existing program and for curriculum revision. Priorities were established for the design of the curriculum model for consumer education to meet the identified needs of the students and the families of the school community.

The central focus for the consumer education program was defined by department staff as: The development of personal competence in the use, extension, and development of consumer resources to achieve identified goals which will enhance a desired life-style and enrich the quality of living in the community.

To develop the program and to narrow the focus, department staff established the following priorities:

1. Achieve a minimum of 25 percent curriculum emphasis in consumer education in all areas of the program.
2. Develop a special course in consumer education.
3. Change the image of the department by increasing accessibility to students and faculty.
4. Expand course offerings in order to reach a wider segment of the school population.
5. Design instructional strategies that involve students in the learning process.
6. Select consumer education content and instructional materials in relation to characteristics and needs of students.
7. Increase involvement with community agencies and services.
8. Create a more stimulating classroom environment.

The instructional program is experience-oriented with high priorities placed on student involvement in classroom activities and planned community experiences. Occasional student input, feedback, and rap sessions, which are held as a regular part of classroom procedure, provide opportunities for student involvement in planning and evaluating course offerings and the teaching-learning situation.

Student involvement in community programs and services serves as an extension of the classroom learning situation. Representatives of community agencies and organizations serve on the community advisory committees and as resource persons for the consumer education program.

Unique Features of the Program

The consumer and homemaking education program at Hanford High School operates a consumer education resource center and is involved in several off-campus community programs.

Consumer education resource center. A consumer resource center was established in the department to serve as an extension of the consumer education program. The center was planned and furnished by the students and teachers to provide an attractive study and discussion area where current consumer information and resource materials are readily available. It is designed to serve students in independent study or small group research projects and as a source of consumer information for students and faculty.

Community involvement. The Consumer and Homemaking Education Department staff encourages community awareness and involvement activities for students and faculty. Faculty members serve on a variety of community advisory committees and participate in a number of community organizations and programs.

Student volunteers contribute time and services to nursery schools, children's centers, nursing homes, convalescent hospitals, and programs for senior citizens.

The department sponsors a consumer information booth in the shopping mall. The booth, which is operated by students under the guidance of a faculty member, offers research services on consumer problems that are presented by shoppers. Questions received at the booth are studied by students, and suggestions for resolution or further action are mailed to the consumers. The booth also serves as a center for consumer surveys that are conducted by the consumer education classes.

The community cooperates in providing off-campus educational opportunities for such learning activities as field trips and comparative shopping experiences. Community groups offer assistance to independent and group research projects that are related to the consumer services of governmental agencies, business associations, and community organizations. Representatives of governmental agencies, business firms, and community organizations serve as resource persons in all areas of the consumer and homemaking education program.

Economically depressed area (EDA) program. To assist students from economically depressed areas, funds authorized by Part F, Vocational Education Amendments of 1968 (Public Law 90-576) were used to provide the services of a paraprofessional aide. The aide assisted teachers in identifying the particular needs of these students and in developing instructional materials and strategies related to their consumer concerns and problems.

A series of programs and mini-courses are planned on the basis of information from student interest surveys and conducted after school hours to encourage involvement and participation in department and school activities. The courses are planned for students from economically depressed areas. Credit for participation in the projects may be applied toward fulfilling requirements of related courses.

Goals for Consumer Education

The students enrolled in the consumer and homemaking education program will demonstrate:

1. An acceptance of the diversity and commonality of life-styles in relation to personal values and goals
2. Willingness to exercise consumer rights and responsibilities in the marketplace
3. Awareness of the consequences of their consumer decisions and activities on the community, family, and the individual
4. The ability to apply the decision-making process when faced with a consumer decision and to consider the effects of the decision on self, family, and community
5. The ability to relate the effective use of economic resources to the achievement of a life-style that is important both now and in the future
6. Awareness of the roles of men and women as these roles influence individuals, families, and the community
7. An awareness of the influence of environmental factors on the quality of life of individuals and families

Aspects of Consumer Education Taught
in Courses at Hanford High School
Hanford Joint Union High School District
1973-1974

ASPECTS OF CONSUMER EDUCATION	COURSE OFFERINGS												
	Campus clothing	Consumer clothing	Advanced clothing	Consumer foods	Creative foods	Cultural foods	Housing interiors	Exploring childhood	Child development	Family living	Family life-styles	Creative leisure	On your own
The consumer													
Life-styles	X	X	X	X		X	X	X	X	X	X	X	X
Resources	X	X	X	X	X	X	X	X	X		X	X	X
Decision making	X	X	X	X	X	X	X	X	X	X	X	X	X
The consumer in the marketplace													
Earning	X			X		X	X	X	X		X		X
Spending		X		X	X				X		X		X
Saving	X			X							X	X	X
Borrowing		X					X		X		X		X
Buying	X	X	X	X	X	X	X	X	X		X	X	X
The consumer and the community													
Economy				X							X		X
Community services	X		X				X	X	X		X	X	X
Rights and protection	X	X	X	X	X	X	X	X	X		X	X	X
Law and protection		X		X					X	X	X		X
Environment		X	X	X			X					X	X
Media	X	X		X		X		X	X		X		X

Staff Evaluation of Outcomes of the INCINCE Project
at Hanford High School
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Students		
Enrollment	Increased enrollment of 27 percent Percentage of boys enrolled increased from 13 percent to 22 percent Increased enrollment of students from cultural and ethnic groups	Decrease in department enrollment because of expanded elective program in the school Percentage of boys enrolled increased to 29 percent Enrollment of boys in more areas of the program
Activities	Increased interest and involvement in learning situations Independent study projects School and community service projects Individual volunteer services to community programs and agencies Extension of the FHA program resulting in increase in membership Organization of consumer information booth in shopping mall	Continuing interest and involvement in learning Increased use of library and consumer resource center Revision of FHA chapter to include boys Increased emphasis on independent research projects Volunteer services to community services and senior citizens groups Participation in consumer information booth in the shoping mall
Program		
Change and development	Minimum of 25 percent consumer education emphasis in each course Change from year to semester course offerings All courses open to boys and girls Elimination of prerequisites to increase availability of courses to more students	Increase of consumer emphasis in all course offerings Expansion of course offerings in consumer and homemaking from 12 to 13 and in HERO programs from four to five Continuation of eight sections of "On Your Own"

Staff Evaluation of Outcomes of the INCINCE Project
at Hanford High School
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Change and development (continued)	Addition of a consumer education course, "On Your Own," (eight class sections) Scheduling of selected courses on both campuses to increase accessibility to students After school mini-courses designed to encouraged involvement of EDA students in school activities Initiation of team teaching in consumer and homemaking education from eight to 12 and in HERO programs from two to four	Development of slide/sound presentation for program promotion Continuation of team teaching within the department
Facilities	Addition of one classroom Development of consumer education resource center	Addition of office space and storage of instructional materials Review and evaluation of consumer education resource materials Expansion of consumer education resource center
Staff	Certificated staff members increased from six to seven teachers One paraprofessional aide	Six certificated teachers Two paraprofessional aides
Professional development	Committed to change of program emphasis Increased staff involvement in program planning and development Increased participation in staff development programs	Review and revision of course offerings Development of department curriculum guide by staff members Total staff participation in professional development programs

Staff Evaluation of Outcomes of the INCINCE Project
at Hanford High School
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Staff (continued)		
Professional development (continued)	Cooperation with student teaching program, California State University, Fresno	Development of teachers' guides for consumer education films produced by Bureau of Homemaking Education
Professional contributions	Inservice education program for teachers of the Fresno area Opportunities for teachers of the area to observe program Participation of a staff member in State Inservice Education Series on INCINCE	Opportunities for teachers to observe classes Representation on FHA Advisory Committee Cooperation with state universities in teaching INCINCE extension courses Designation as a teaching center for California State University, Fresno Resource persons for INCINCE extension courses Inservice education programs for teachers Consultant services to six school districts on consumer education Participation on verification team for program review for Bureau of Homemaking Education Distribution of curriculum guide and On Your Own outlines on request
Community involvement	Community advisory committee Resource persons from community	Increased community involvement of teachers and students

Staff Evaluation of Outcomes of the INCINCE Project
at Hanford High School
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Community involvement (continued)	Field trips into the community Consumer information booth in the shopping mall Articles for local newspaper on consumer concerns Student volunteers to community services and agencies	Survey of educational services resources available from community agencies Representation on the County Nutritional Council Representation on Procter and Gamble National Advisory Committee Expanded student volunteer programs Extension of services in consumer information booth

Patrick Henry Senior High School

Department of Consumer and Family Studies
Henry Senior High School
San Diego City Unified School District
San Diego

Administrators

Thomas L. Goodman, Superintendent
Donald W. Giddings, Principal
Aina Summerfelt, Curriculum Consultant,
Secondary Home Economics

Department Staff

Nell Mayberry, Chairperson
Nancy Byrum
Eloise Marcus
Ginny McCoy
Barbara Morgan
Colleen Steck
Marian White
Norma Zerbe

The School Community

The community served by Patrick Henry Senior High School includes the San Carlos, Lake Murray, Del Cerro, and Allied Gardens areas of the city of San Diego. It is an expanding residential community of single-family residences, apartments, and town house developments.

The population of the area is made up of predominantly white, middle and upper-middle income families. Residents are from the educational, professional, managerial, and technical fields. The growth of the community has brought increased diversity in the cultural and ethnic composition of the community.

As the county seat of San Diego County, the city is the focal point for governmental, educational, and social services for the area. Students and families of the school-community have ready access to the cultural and recreational resources and the extensive business and shopping facilities of the San Diego metropolitan area as well as to regional shopping and business centers.

The High School

Patrick Henry Senior High School is a three-year comprehensive high school in the San Diego City Unified School District. The district had an enrollment of 123,542 students in 1976 and maintains 127 elementary schools, 18 junior high schools, 12 high schools, and two continuation high schools.

Patrick Henry Senior High School was a participant in the Model Schools Project that was sponsored by the National Association of Secondary School Principals. The project seeks to improve the learning opportunities in secondary schools. The educational program at Patrick Henry Senior High School emphasizes individualized instruction, flexible scheduling, and team teaching to achieve instructional goals. The school moved from flexible scheduling to five 50-minute periods per day during the project.

The school enrollment of approximately 3,900 students (1976 data) reflects the socioeconomic and cultural composition of the school community with the addition of a number of students from lower socioeconomic areas of the district who participate in a voluntary transfer program. A recent realignment of attendance areas within the district has contributed to a decline in the student population at the school.

The instructional program is academically oriented reflecting the educational goals of more than 65 percent of the graduates who enroll in community and four-year colleges. Occupational courses are available to students through the vocational education program on campus and the regional occupation program.

The Department of Consumer and Family Studies

The Department of Consumer and Family Studies has a staff of seven certificated teachers and two paraprofessional aides; before the project began, the department had three teachers. The department serves approximately 22 percent of the total school population and participates in the teacher education programs of universities and colleges in the area.

All courses in consumer and family studies are scheduled on a semester basis and are available to all students. Prerequisites for courses have been reduced to serve a larger segment of the school population. Students now choose among 19 course offerings representing all areas of the consumer and homemaking education curriculum and five courses in food services, child care, and textile merchandising areas of the home economics-related occupations (HERO) program.

At the time of the project, the instructional program of the department was organized on an independent study basis. Students who were enrolled in the department were able to complete course requirements through the use of learning packets and individual study contracts. As changes occurred in the organizational pattern of the school, the Department of Consumer and Family Studies moved away from total involvement with independent study. While retaining its commitment to individualized instruction, the department now makes

use of a more varied pattern of classroom organization that balances small group activities and large group instruction with independent study.

Consumer education receives a 25 percent curriculum emphasis in all courses with a major concentration in consumer economics and bachelor living. Consideration is given to the selection of significant consumer education content and appropriate instructional materials that will meet the identified needs of students. Learning packets provide options in learning experiences for students with different abilities, interests, and learning styles. Students are encouraged to develop learning packets on consumer issues of concern to them.

At the beginning of the project, a study was made of the school community, the department, and the characteristics of student population. This study served as the basis for an evaluation of the existing programs and for program development. Priorities were established for the design of the curriculum model for consumer education in relation to the identified needs of students.

The central focus for the consumer education component of the program was defined by department staff as: "The development of individual competence in the utilization of resources to achieve personal goals and the recognition of social responsibility as members of the community for consumer decisions and activities which affect individuals, families, the community, and the environment."

To aid program development, the teaching staff established the following priorities:

1. Achieve a 25 percent consumer emphasis in all courses through the use of the consumer core.
2. Develop motivational experiences to introduce major areas of study in all courses.
3. Develop performance objectives in the affective and cognitive domains for all course offerings and for all learning packets.
4. Increase options available to students in the selection and completion of learning packets.
5. Encourage the participation of boys in all areas of the program.
6. Provide opportunities for independent investigation of consumer problems and issues.
7. Expand the use of the community as a learning center.
8. Expand course offerings to attract a more diverse enrollment.
9. Design instructional strategies to increase student interaction and discussion.

The instructional program is academically oriented and emphasizes individualized instruction. The independent study aspect of the program allows students to satisfy course requirements on a contract basis. Students are encouraged to pursue independent research projects on matters of concern to them and to the community. The staff gives major priority to the use of the community as an off-campus learning center that can extend student experiences and provide resource persons who will enrich classroom learning situations. Opportunities are provided for student involvement in services to the school and the community as an integral part of the educational program.

Special Features of the Program

Special features of the consumer and homemaking education program at Patrick Henry Senior High School include a consumer fair, a consumer education booth, and cross-age teaching.

Consumer fair. A consumer fair is presented to the students and faculty of the entire school each year as a service of the school's Department of Consumer and Family Studies. The fair is planned and organized by student committees and coordinated by the teacher of consumer economics to provide information on sources of consumer information, protection, and services available in the community.

The fair opens with a speaker who highlights the theme with a discussion of current consumer issues. This is followed by visits to the fair booths that are set up on the campus quad and open through the three lunch periods - from 10:30 a.m. to 1 p.m.

Booths, exhibits, and displays are set up and staffed by representatives of governmental agencies, community organizations, business associations, financial institutions, professional and employee associations, retail firms, and service agencies that deal with consumer concerns. Representatives are available to answer questions, discuss problems, and provide information on the consumer products and services they provide.

Consumer education booth. STOP - Students Teach Our Public - is a project of the consumer economics classes of the Department of Consumer and Family Studies. In the STOP project a consumer booth is established in a local shopping center, and students operating the booth receive questions or problems from shoppers. The shoppers are invited to write their questions on cards; students, under the direction of a faculty member, research the problems and return to the consumer by mail the answers or suggestions for action.

Cross-age teaching. Cross-age teaching is a project of the consumer economics class in which high school students teach consumer education concepts to preschool, kindergarten, and elementary school children. A student who is doing cross-age teaching may contract to work with a teacher of another grade level; the terms of the contract require the student to plan and present consumer education lessons to that teacher's classes. The student confers with the teacher to discover the consumer questions of concern to his or her students and to determine ways in which the consumer education lessons will fit into the classroom learning situation for children. The student checks the lesson plans, objectives, learning experiences, and necessary teaching aids with the classroom teacher before presenting the lesson to the class. Specifics of the contract, such as number of lessons, time sequence, and expected outcomes are worked out between the teacher and student with the approval of teachers of the consumer economics teaching staff. The experience is evaluated by the classroom teacher, the student, and the consumer economics teaching staff.

Goals of Consumer Education

The students enrolled in the consumer education program will be able to:

1. Weigh the influence of cultural, social, and economic factors on the life-styles of individuals and families.
2. Apply the decision-making process in choosing among alternatives.
3. Demonstrate increasing competence and responsibility in the use of consumer resources to achieve personal goals.
4. Weigh the effects of their consumer choices and activities on the community and the environment.
5. Exercise consumer rights and responsibilities in the marketplace.
6. Evaluate the impact of the media on consumption patterns and life-styles of individuals and families of the community.

Aspects of Consumer Education Taught in Courses
at Patrick Henry Senior High School, San Diego
City Unified School District
1973-1974

ASPECTS OF CONSUMER EDUCATION	COURSE OFFERINGS												
	Clothing and Tex. I & II	Clothing and Tex. III & IV	Foods and Nutr. I & II	Foods and Nutri. III & IV	Gourmet foreign foods	Health foods, kitchen cosmetics	Handyman's guide	Home planning	Child development	Family relations	Dual role	Bachelor survival I and II	Consumer Econ. I & II
The consumer													
Life-styles	X	X	X		X			X	X	X	X	X	X
Resources	X	X	X	X	X	X	X	X	X	X		X	X
Decision making	X	X	X	X	X	X	X	X	X	X	X	X	X
The consumer in the marketplace													
Earning	X	X		X							X	X	X
Spending	X	X	X		X			X	X	X		X	X
Saving	X				X	X	X			X		X	X
Borrowing		X										X	X
Buying	X	X	X	X	X	X	X	X	X	X		X	X
The consumer and the community													
Economy													X
Community services		X							X			X	X
Rights and protection	X	X	X	X		X	X					X	X
Law and protection		X		X				X	X	X	X		X
Environment	X							X				X	X
Media	X		X			X			X	X	X		X

Staff Evaluation of Outcomes of the INCINCE Project
at Patrick Henry Senior High School
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Students		
Enrollment	Increased enrollment from 389 to 830 Increased enrollment of boys in all areas of the program	Decline in school and department enrollment due to changes in attendance areas in the district Continuing increase in proportion of boys enrolled
Activities	Increased student interest and involvement Involvement in developing learning packets with consumer emphasis Cross-age teaching Independent and group research projects	Continuation of independent study projects Extension of cross-age teaching in Head Start, preschool, kindergarten, and primary grades Participation in the consumer fair
Program		
Change and development	Consumer emphasis of 25 percent in all areas Expanded consumer education course to two semesters Expanded course offerings in bachelor survival Expanded course offerings from 10 to 19 Expansion of consumer homemaking education (CHE) class section from 15 to 30 Three occupational programs	Expansion of consumer emphasis Increased flexible course offerings to 23 Change from modular scheduling to traditional scheduling Expansion of courses in bachelor living and gourmet foods Changed "Family Relationships" course to "Sociology of Living" Development of course in child psychology with emphasis on parenting Expansion of HERO Program to increase occupational emphasis

Staff Evaluation of Outcomes of the INCINCE Project
at Patrick Henry Senior High School
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Program (continued)		
Change and development (continued)		Increased emphasis on ecology and recycling of resources
Facilities	Development of consumer resource center for students	Redecoration of hospitality center Expansion of resource center
Staff	Seven certificated teachers Increase of three full-time staff members Four paraprofessional aides	Five certificated teachers
Professional development	Expanded concept of consumer education Increased interaction among staff members Development of new and realistic approaches to teaching-learning Design of strategies in the affective areas of learning Participation in district and state inservice programs	Continued expansion of concept of consumer education Report on program development to district administrators meeting Increased interaction among staff members and with administration Preparation of brochure for counselors and prospective students Participation of staff in state and local inservice education programs

Staff Evaluation of Outcomes of the INCINCE Project
at Patrick Henry Senior High School
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Staff (continued)		
Professional contributions	Shared learning packets and materials with other teachers Staff participation inservice education program sponsored by the district and San Diego State University Articulation with junior high schools and community colleges Observation program for teachers of the area Participation in student teacher program of San Diego State University	Staff member assisted State Department of Education's Bureau of Homemaking Education on inservice education program Extended opportunities for classroom observation Inservice education program for teachers Articulation with junior high schools of the area Cooperation with student teacher programs of local colleges and universities
Community involvement	Resource persons from the community Field trips into community Community resource materials Consumer fair Consumer booth in shopping center Community volunteers in the classroom Chamber of Commerce breakfast	Expanded consumer fair Field trips into community Continuation of consumer booth in shopping center Independent field trips Survey of parents of tenth-grade students

Department of Family and Consumer Studies
Santa Ana College
Rancho Santiago Community College District
Santa Ana

Administration

John E. Johnson, Superintendent/President

George E. Osborn, Dean of Applied Arts and Sciences

Jean Dorse, Assistant Dean for Education and Family Services

Department Staff

Jean Dorse, Chairperson

Janice Parks

Winifred Yablanski

Anna Justus

The College Community

Santa Ana is a city of approximately 175,000 people located in Orange County in southern California. As the county seat for Orange County, the city serves as the major center of governmental, educational, financial, and social services for the area.

Santa Ana is in the center of a changing and expanding residential and industrial area. In the rapid population growth experienced by the entire Orange County area, new cities have appeared, suburban housing developments have flourished, and the economic base has moved from agriculture to industrial and business development. Housing patterns are changing from predominantly one-family homes to an increasing number of apartment and town house complexes. Modern regional shopping centers have diverted much of the retail trade from the older downtown area of the city.

Santa Ana has become an increasingly multicultural community with a Mexican-American population of approximately 40 percent and a growing representation of blacks, Asians, and other cultural and ethnic minority groups.

The College

Santa Ana College is administered by the Rancho Santiago Community College District, which also maintains a Division of Continuing Education. The college serves the residents of the Santa Ana and Orange Unified School Districts as well as sections of the Garden Grove Unified School District. The Division of Continuing Education administers the adult education programs of the participating districts. The college, which was established in 1915, has recently experienced a period of rapid growth and expansion. College enrollment increased 64 percent over a recent five-year period. Major enrollment increases were in the Division of Applied Arts and Sciences.

A survey by the college's Department of Family and Consumer Studies, prior to the INCINCE project, indicated that the college serves a predominantly white, middle-income student body with increasing representation from the black, Mexican-American, and Asian communities.

The Department of Family and Consumer Studies

The Department of Family and Consumer Studies is one of 14 departments administered by the college's Division of Applied Arts and Sciences. The department had been established just prior to the opening of the INCINCE project, which offered unique opportunities in developing a program with major consumer emphasis.

The department has a staff of three full-time teachers augmented by a number of part-time instructors. The department serves approximately 400 students per semester. Students range in age from eighteen to forty-five years, with an increasing enrollment of senior citizens. The enrollment reflects cultural and socioeconomic composition of the college registration.

The program is community based and deeply concerned with fostering the department's relationship with individuals and families of the community. Courses are developed with the advice and assistance of an advisory committee of representatives of the school districts, colleges, universities, and community groups and agencies. Efforts are being made to design courses which reflect the needs and interests of the increasingly multicultural population of the area.

Members of the department staff cooperate with the Division of Continuing Education's community services and outreach activities; members also assist with the operation of the mobile teaching unit that is sponsored by the division. The department is actively involved in interdisciplinary programs. Staff members accept teaching assignments in other departments to provide courses in home economics-related content and competencies. The department also offers courses designed to meet the particular needs of students from other disciplines.

Consumer education receives curriculum emphasis in all courses with major concentration in family income management. Consideration is given to the selection of content and instructional resources that will meet the needs of the very diverse student enrollment. Instructional strategies are designed to assist students in coping with their consumer concerns and with the larger consumer issues in the community. In examining value conflicts between personal

and economic benefits and the environment of the community, emphasis is placed on the interrelationship of individuals, families, and the community.

The major focus of the consumer education component of the family and consumer studies curriculum was defined by department staff as: "The development of personal competence in the identification, development, and creative use of available resources to extend one's freedom in choosing among alternatives in creating an environment for living."

The priorities for developing the curriculum model for consumer education were identified by the department staff as follows:

1. Achieve a major consumer emphasis in all courses.
2. Improve present courses and expand course offerings in identified areas of interest and need.
3. Design courses with consumer emphasis to serve a broader segment of the population of the school and the community.
4. Encourage enrollment of men and members of minority groups in the program.
5. Design instructional strategies and materials to individualize instruction in all areas of the program.
6. Use available community resources.
7. Encourage student participation in community agencies and organizations which serve the needs of consumers.
8. Expand the occupational program in areas of the home economics curriculum.

The instructional program gives primary emphasis to individualizing instruction to meet the needs of a very diverse student population. A variety of instructional strategies and patterns of organization are utilized to vitalize the learning situation. Student involvement in community serivces is encouraged as an extension of the educational program of the department. Frequent student feedback and assessment of content and instructional approaches provide avenues for student evaluation and involvement in program development.

Special Feature of the Program

A mobile teaching unit, sponsored by the Division of Continuing Education, takes the family and consumer studies program into the community. The van, which is equipped as a home economics classroom and staffed by a part-time teacher, provides consumer education classes for adults in outlying areas of the community college district. The classes are designed to assist minority groups and low-income families to cope with the complexities of the marketplace and to achieve a more satisfying living environment.

Goals of Consumer Education

The students enrolled in the consumer education program will demonstrate the ability to:

1. Relate the accurate perception of values, goals, and resources to the freedom to choose among alternatives in creating a satisfying life-style.
2. Analyze costs of consumer decisions in relation to personal and family satisfactions and their effect on the community and the environment.
3. Relate decisions in the use of available resources to the potential for achieving a desired life-style.
4. Make discriminating choices among products and services in the marketplace.
5. Relate availability and quality of community services to the quality of life in the community.
6. Weigh value conflicts that arise between personal and economic benefits and desired environmental improvement.
7. Evaluate the impact of the media on the life-styles and consumption patterns of individuals and families.
8. Exercise their rights and responsibilities as informed consumers.

Aspects of Consumer Education Taught in
Santa Ana College, Rancho Santiago
Community College District
1973 and 1974

COURSE OFFERINGS: Department of Family and Consumer Studies													
ASPECTS OF CONSUMER EDUCATION	Clothing selection	Clothing construction	Advanced clothing	Custom tailoring	Fibers and fabrics	Fashions in knits	Food selection	Nutrition	Meal management	Cultural and ethnic fds.	Contemporary home furn.	Family income management	Introduction to home ec.
The consumer as an individual													
Life-styles	X	X					X		X	X	X	X	X
Resources	X	X		X		X	X		X	X	X	X	X
Decision making	X	X	X	X	X	X	X	X	X	X	X	X	X
The consumer in the marketplace													
Earning											X		X
Spending	X	X	X	X	X		X	X	X		X	X	
Saving			X			X	X					X	
Borrowing	X										X	X	
Buying	X	X	X	X	X	X	X	X	X	X	X	X	
The consumer and the community													
Economy												X	
Community services							X	X				X	X
Rights and protection	X	X				X	X	X	X		X	X	
Law and protection	X	X					X	X	X		X	X	
Environment		X									X	X	
Media	X				X		X	X	X	X	X	X	

Aspects of Consumer Education Taught in
Santa Ana College, Rancho Santiago
Community College District
1973 and 1974

COURSE OFFERINGS: Division of Continuing Education			
ASPECTS OF CONSUMER EDUCATION	Basic nutrition	Consumer education	Consumer in the marketplace
The consumer			
Life-styles	X		X
Resources			X
Decision making			X
The consumer in the marketplace			
Earning			
Spending			X
Saving			
Borrowing		X	X
Buying	X	X	X
The consumer and the community			
Economy			
Community services		X	X
Rights and protection	X	X	X
Law and protection			
Environment			
Media	X	X	X

Staff Evaluation of Outcomes of the INCINCE Project
at Santa Ana College, Rancho Santiago
Community College District
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Students		
Enrollment	Increase in student enrollment Gradual increase in enrollment of men Age range from eighteen to sixty-five years	Largest percentage increase in enrollment in the college Increased enrollment of men in all areas of the program
Activities	Volunteer marketing research services for county consumer affairs office Increased student interest and involvement Independent study	Increased community activities Increased involvement in independent study
Program		
Change and development	Consumer education emphasis in all courses Consumer education course Expansion of course offerings Design of new courses with consumer emphasis to serve a broader segment of the student population Expansion of cultural and ethnic emphasis to meet the needs of a wide range of students Improvement of teaching skills Design of instructional strategies Individualization of instruction	Addition of courses to meet the interests and needs of students Extended consumer education emphasis Block scheduling of classes to extend availability of courses Back-to-back scheduling of courses to meet the needs of specific groups of students Improvement and extension of individualized instruction

Staff Evaluation of Outcomes of the INCINCE Project
at Santa Ana College
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Staff	Increase in staff from two to three full-time and one part-time certificated teachers Two paraprofessional aides	Increase in part-time staff members to seven Seven teaching aides
Professional development	Staff commitment to consumer education emphasis Total staff involvement in program planning Participation in professional workshops and seminars Advanced study in university courses Work on advanced degrees	Continued commitment to consumer education emphasis Staff involvement in curriculum planning Participation in university courses Chairperson appointed Assistant Dean for Education and Family Services
Professional contributions	Interdepartmental cooperation Staff assistance to child development and air transport department Participation in Coordinating Council for Home Economics, Orange County area Articulation of programs between high schools, community colleges, and state universities	Articulation meetings with high schools and universities in the area Staff member edits the newsletter of the California Home Economics Association
Community Involvement	Community advisory committee Staff members serve as resource persons to community group and programs Cooperation with community groups and agencies Community advisory committee	Cooperation with Division of Continuing Education on community services activities Increased utilization of community resources Expansion of the community advisory committee

Woodside High School

Consumer and Homemaking Education Department
Woodside High School
Sequoia Union High School District
Redwood City

Administrators

George P. Chaffey, Superintendent

Francis Hutchinson, Principal

Richard Storm, Coordinator, Vocational Education

Department Staff

Virginia Baly, Chairperson

Susan Browne

Patricia Nesbitt

Janet Schueren

The School Community

Woodside is a suburban community in San Mateo County in the San Francisco Bay Area. It is a residential area of single-family homes with a limited number of apartment complexes in the city of Woodside. A new shopping center has expanded services available to residents, but there are no major shopping or business centers in the immediate community. A full range of community services are available in San Mateo County and are readily accessible to students and families of the school community.

Woodside is a stable community of predominantly white, middle and upper-middle income families. The population is representative of the professional, scientific, business, and financial management fields and a wide range of service occupations. The community is made up of clusters of subcommunities, each with a distinct and characteristic life-style and pattern of living which contributes to the cultural and social diversity of the community and the school population.

The High School

Woodside High School is a four-year comprehensive high school in the Sequoia Union High School District. The district had an enrollment of 17,301 students in 1976. It operates six high schools, a continuation high school,

and two adult evening schools. Woodside High School serves the students of elementary schools in Woodside, Redwood City, Atherton, Menlo Park, Portola Valley, and Westridge. The school had an enrollment of approximately 2,000 students in 1976.

In general, the school population reflects the cultural and economic patterns of the community. A voluntary transfer program, which brings students from lower income, culturally diverse communities to Woodside, has increased the number of black, Mexican-American, Asian, and Indian students enrolled and has provided a greater diversity in the cultural and socioeconomic composition of the student body. A plan for redrawing attendance areas in the district to eliminate one high school will further increase the cultural and economic diversity of Woodside's student population.

The high school has a traditional pattern of organization and scheduling with a seven-period day of 50-minute class periods. The curriculum is academically oriented, reflecting the high educational priorities of the community. Approximately 70 percent of the graduates of Woodside enroll in four-year or community colleges, while less than 20 percent go directly into employment after high school.

The Consumer and Homemaking Education Department

The Consumer and Homemaking Education Department has a staff of four certificated teachers and one paraprofessional aide. The department serves approximately one-fourth of the total school enrollment. A department survey conducted at the close of the INCINCE project indicated that efforts to make the program available to a broader segment of the school population resulted in both an increase in the total number and the diversity of student groups enrolled in the department. The number of boys participating in the program increased, and students from ethnic groups form a larger proportion of the department enrollment than that of the total school enrollment.

Courses are scheduled on a semester rather than year basis in order to reach a wider segment of the school population. All courses are available to both girls and boys. Students may choose from 11 courses representing all areas of the consumer and homemaking education program as well as a Home Economics Related Occupations - Food Education and Service Training (HERO-FEAST) program. A HERO program is planned for the future.

In the development of the curriculum model, the existing structure of the program was retained. The orientation and objectives of all courses in the program were expanded to include the consumer education component. Changes were made in content, and instructional strategies and learning experiences were designed to implement the expanded objectives of the program and to attract a larger and more diverse student enrollment. Open enrollment in the clothing and textiles department increased the accessibility to all levels of instruction for students of varying levels of skill and interest.

Consumer education is emphasized in each course, and two courses, "On Your Own" and "Life-Styles," provide a major consumer focus. Primary consideration is given to the selection of relevant content and instructional materials for

students of different backgrounds and patterns of living. Particular emphasis is given to the adaptation of instructional approaches and learning activities to meet the needs of students from contrasting cultural and economic backgrounds.

A study of the school community, the department, and the characteristics of the student population provided the basis for the evaluation of the existing program and for curriculum revision. Emphasis in curriculum revision was focused on increasing the flexibility and vitality of the consumer education offerings within the existing program. Priorities were established for the design of the curriculum model for consumer education to meet the identified needs of the student population.

The central focus of the consumer education program was defined by department staff as: "Responsible decision making in the use of available resources in relation to their value and cost to society and the effect on the environment as well as to personal satisfactions in achieving a desired life-style."

The priorities for program development to implement the focus were identified by the staff as follows:

1. Emphasize the consumer education component in all courses.
2. Develop major consumer education emphasis in two courses.
3. Change orientation of the instructional programs to attract a broader segment of the school population.
4. Create a climate of understanding and acceptance of cultural diversity and patterns of living.
5. Emphasize social responsibility for consumption practices.
6. Explore career opportunities in all areas of the curriculum.
7. Design instructional strategies and learning materials to increase vitality of consumer education within the existing course structure.
8. Increase interaction with the community.

The instructional program is academically oriented with increasing emphasis on individualization of instruction through independent study and small group research projects. The staff gives high priority to the development as well as the use of a wide range of multimedia instructional resources. Frequent opportunities for student reaction and assessment provide avenues for student involvement in planning and evaluating teaching-learning situations. Effective utilization of community resources and agencies provides an added dimension to the consumer education program.

Special Features of the Program

The Consumer and Homemaking Education Department at Woodside High School operates a consumer education resource center and conducts inservice training sessions for teachers in the district.

Consumer education resource center. A consumer education resource center was established in the Consumer and Homemaking Education Department. The center

was designed initially to assist the department staff in implementing the objectives of the consumer education program. The center has grown into a district resource center providing services to all consumer and homemaking education teachers in the Sequoia Union High School District.

The department staff collected, reviewed, and evaluated a wide range of instructional resources in consumer education. The collection includes books, pamphlets, transparencies, filmstrips, slides, games, simulations, and multimedia kits. The resources are made available to the consumer and homemaking education departments of the district on a loan basis. In order to ensure that instructional resources are available for different student groups, teachers from other high schools are encouraged to recommend and evaluate materials for purchase and distribution through the center. Annotated resource lists are distributed to teachers as new materials are added to the collection.

Inservice education. As an extension of the consumer resource center, the department staff sponsors workshop sessions to share with the district teachers of consumer and homemaking education the processes and materials of the INCINCE project.

The workshops serve as a means of introducing teachers to a wealth of instructional strategies and materials available for developing the consumer education aspects of their programs. Sessions feature demonstrations of instructional strategies designed to increase student involvement in learning, techniques for adapting commercial materials for particular purposes, and the development of a wide range of teacher-made learning materials for particular classroom situations.

Goals for Consumer Education

The students enrolled in the consumer and homemaking education programs will demonstrate the ability to:

1. Analyze differences and similarities in ways in which individuals and families shape a desired life-style.
2. Relate accurate perception and utilization of consumer resources to the potential to achieve a desired life-style.
3. Weigh the consequences of their consumer decisions and practices on individuals, society, and the environment.
4. Evaluate impact of the media on life-styles and consumption patterns.
5. Relate career choices to the potential for achieving a desired life-style.
6. Exercise their rights and responsibilities as informed consumers.
7. Use intelligent consumer practices in the selection of goods and services in the marketplace.

Aspects of Consumer Education Taught
in Courses at Woodside High School
Sequoia Union High School District
1973-1974

ASPECTS OF CONSUMER EDUCATION	COURSE OFFERINGS										
	Clothing I	Clothing II	Clothing III	Clothing IV	Foods I	Foods: Senior	Housing: interiors	Textile arts	Child development	Life-styles	"On Your Own"
The consumer											
Life-styles	X	X	X	X	X	X	X	X	X	X	X
Resources	X			X	X	X	X	X	X	X	X
Decision making	X	X	X	X	X	X	X		X	X	X
The consumer in the marketplace											
Earning			X		X				X	X	X
Spending	X			X	X	X	X		X	X	X
Saving					X		X			X	X
Borrowing	X	X		X			X			X	X
Buying	X	X	X	X	X	X	X	X	X	X	X
The consumer and the community											
Economy										X	X
Community services						X			X	X	X
Rights and protection	X	X	X		X	X	X			X	X
Law and protection		X					X		X	X	X
Environment							X			X	
Media	X	X			X	X	X		X	X	X

Staff Evaluation of Outcomes of the INCINCE Project
at Woodside High School
Sequoia Union High School District
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Students		
Enrollment	Increased enrollment in department Enrollment of boys in the department increased to approximately 37 percent Enrollment of minority students in the department increased to 27 percent	Maintained enrollment despite declining school enrollment Continued increase in enrollments of boys and minority group students
Activities	Increased involvement in learning activities Initiated independent study activities Increased student interest in the program Independent study trips in community	Expanded independent study programs Increased involvement in learning situation Expanded independent field trip program
Program		
Change and development	Consumer emphasis in all courses Major consumer orientation in life-styles and bachelor know-how All courses available to boys and girls Change from year to semester courses Expansion of course offerings for ninth- and tenth-grade students	All courses scheduled on semester basis Expansion of program to include HERO food service and hospitality programs "Bachelor Know How" course title changed to "On Your Own" to avoid sexist connotation Expansion of program by addition of two classes Program evaluation and review to meet district graduation requirement in consumer education, family living, and practical arts

Staff Evaluation of Outcomes of the INCINCE Project
at Woodside High School
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Change and development (continued)		Limitation of space and staff restrict further expansion of the program Open enrollment in clothing courses increased accessibility to students
Facilities	Addition of a laboratory for campus nursery school Development of consumer resource center for teachers of the district	Expansion of consumer resource center
Staff	Four certificated teachers One paraprofessional aide	Staff maintained despite reductions in total staff
Professional development	Expanded concept of consumer education Increased professional competence Increased interest in professional development Total staff commitment to program development Increased participation in professional organizations	Continued involvement in program revision and development Continued staff involvement in professional development programs Leadership in exploring approaches to meeting district graduation requirements Staff member elected president of Bay Area Section, California Home Economics Association
Professional contributions	Inservice programs for teachers of the district Opportunities for teachers to observe the program	Cooperation with university student teaching program Development of audiovisual library for consumer and homemaking teachers of the district

Staff Evaluation of Outcomes of the INCINCE Project
at Woodside High School
1974 and 1976

OUTCOMES	DATE OUTCOMES EVALUATED	
	On completion of field testing and evaluation (spring, 1974)	Two years after completion of the project (spring, 1976)
Professional contributions (continued)	Consultant services to district on instructional resources in consumer education	Staff member served as resource person for INCINCE extension courses Consultant services to departments in developing programs to meet new district graduation requirements Inservice workshop for teachers of the district in developing instructional materials Consultant services to district high school in developing a course entitled "On Your Own" Consumer Education Clinics for teaching of consumer and homemaking education Participation on Verification Team for Program Review for Bureau of Homemaking Education
Community involvement	Increased use of resource persons from community Field trips into the community Independent study and field trips to community agencies and organizations Parental involvement in campus nursery school program	Community advisory committees for both consumer and homemaking education and HERO Programs Cooperation with career education center in placing students in jobs in the community Expanded field trip program Continuation of parental involvement in campus nursery school program

Appendix 1

Status Report of Curriculum Models

As an aid in evaluating the INCINCE project the following report was completed by participating schools at the start and at the conclusion of the project.

Status Report of Curriculum Models

School Year _____

District/School

District _____ County _____

School _____ City _____

Person(s) completing questionnaire _____

Title(s) _____

School community

1. In what kind of community is the school located? (Considering where students live, give approximate percentage of school-community population.)

Urban	_____ %	Urban-suburban	_____ %
Suburban	_____ %	Suburban-rural	_____ %
Rural	_____ %		

2. What socioeconomic levels are represented in the school-community? (Give approximate percentages.)

In the district		In the school	
Lower	_____ %	Lower	_____ %
Lower middle	_____ %	Lower middle	_____ %
Middle	_____ %	Middle	_____ %
Upper middle	_____ %	Upper middle	_____ %
Upper	_____ %	Upper	_____ %

3. What is the cultural or ethnic composition of the school community? (Give approximate percentages.)

In the district		In the school	
Spanish surnames	_____ %	Spanish surnames	_____ %
Other white	_____ %	Other white	_____ %
Black	_____ %	Black	_____ %
American Indian	_____ %	American Indian	_____ %
Asian	_____ %	Asian	_____ %
Other nonwhite	_____ %	Other nonwhite	_____ %

4. What changes are occurring in your school community? Check those that apply.

_____ Shift in economic base from farming to manufacturing

_____ Rural areas giving way to housing developments

_____ Movement from single-family to multiple-family dwellings

_____ Establishment of new shopping centers

_____ Increase in unemployment rate

_____ Change in population trends

_____ Other (specify) _____

5. What are the predominant employment patterns and job opportunities in the community from which the students come?

Unskilled	_____	Technical	_____
Semiskilled	_____	Professional	_____
Skilled	_____		

6. What are the housing patterns of the school community?

Single-family units	_____	Rental	_____
Multifamily units	_____	Home ownership	_____
Mobile homes	_____		

7. What resources and agencies are available to individuals and families? Check those that apply.

_____ Child care facilities

_____ Consumer agencies

_____ Cultural opportunities

_____ Educational opportunities

_____ Health services

_____ Legal services

_____ Recreational facilities

_____ Shopping facilities

_____ Social welfare services

_____ Transportation services

The School

8. What is the school enrollment?

Grades

Number of girls - total _____ 9th ____ 10th ____ 11th ____ 12th ____

Number of boys - total _____ 9th ____ 10th ____ 11th ____ 12th ____

Total enrollment- _____ 9th ____ 10th ____ 11th ____ 12th ____

9. What percent of students drop out before graduation? _____ %

10. What percent of students continuing their education enroll in

four-year colleges? _____ %

community colleges? - terminal programs _____ % transfer programs ____ %

trade or technical schools? _____ %

11. What percent of students seek employment immediately after graduation?

_____ %

12. How many certificated personnel are on the staff? _____

    Number of classroom teachers _____

    Number of administrators _____

    Number of counselors _____

13. What assistance in program development is available at the school and/or district level?

    Personnel _____

    _____

    Materials _____

    _____

14. How is the school organized?

    Type of scheduling _____

    _____

    Number of class periods _____ or modules _____

    Length of class periods _____ or modules _____

    Number of class periods _____ or modules _____ taught by teachers

    How are classes offered? Year _____ Semester _____ Quarter _____
    Other (specify) _____

15. Comments _____

    _____

    _____

    _____

Consumer and Homemaking Education Department

16. How many certificated teachers are in the department? _____

    How many have a home economics major? _____ Minor? _____

    If you use paraprofessional staff, give total number _____

    Indicate the number of each of the following:

Teacher aides _____ Student aides _____

Community aides _____ Clerical assistance _____

Other _____ specify role _____

17. Do you use team teaching in your school? Yes____ No____

Within consumer and homemaking education department?
Yes____ No____

If yes, what courses? _____

In interdisciplinary courses? Yes____ No____

In which departments? _____

In what courses? _____

Describe the team members _____

_____

_____

18. Do consumer and homemaking teachers have assignments in other departments? Yes____ No____

What are the combination assignments and number of consumer and homemaking education teachers involved?

_____

_____

_____

19. What is the enrollment in the department?

Department	Grades				
	Total	9th	10th	11th	12th
Number of girls	____	____	____	____	____
Number of boys	____	____	____	____	____
Number of married students (boys)	____	____	____	____	____
Number of married students (girls)	____	____	____	____	____
Number of students who are parents	____	____	____	____	____
Total department enrollment	____	____	____	____	____

20. What type of students enroll in your department? (Give approximate levels.)

Range of ability (IQ) is from _____ to _____.

Range in reading levels is from grade _____ to grade _____.

What is the socioeconomic background of students enrolled in CHE classes? (Give approximate percentages.)

Lower	_____%	Upper middle	_____%
Lower middle	_____%	Upper	_____%
Middle	_____%		

What is the ethnic and cultural background of students enrolled in CHE classes? (Give approximate percentages.)

Spanish surnames	_____%	American Indian	_____%
Other white	_____%	Asian	_____%
Black	_____%	Other nonwhite	_____%

21. What percent of the CHE students after graduation

	Girls	Boys
enter employment?	_____%	_____%
continue schooling?	_____%	_____%
marry and work?	_____%	_____%
marry and do not work?	_____%	_____%
do not marry or work?	_____%	_____%

22. What percent of the CHE students drop out before graduation? _____%

23. What percent of CHE students continuing their education enroll in

four-year colleges? _____%

community colleges? - terminal programs? _____% - transfer programs? _____%

trade or technical schools? _____%

24. What courses are offered in consumer and homemaking education under Part F of the Vocational Education Amendments of 1968 (Public Law 90-576)?

List courses, enrollment, and grade level.

Courses	Enrollment				
	Total	9th	10th	11th	12th

25. What courses are offered for gainful employment under Part B of the Vocational Education Amendments of 1968 (Public Law 90-576)?

Areas	Enrollment		
	Total	On campus	Regional occupational programs
Child development aides			
Clothing services			
Food services			
Health aides			
Nutrition aides			

26. How is consumer education included in your program?

As a special course? If so, give title: _____

Check the following that apply	Enrollment			
	Grade level	Girls	Boys	Co-ed
Semester course _____				
Year course _____				
(Other) _____				
_____				
_____				

(Please attach a copy of the course description.)

As an emphasis in other areas of the curriculum?

Curriculum area	Grade level and degree of emphasis			
	Grade level(s)	Primary emphasis	Special units	Minor emphasis

27. What provision does your department make for students with special needs?

Students from economically depressed areas (EDAs) _____

_____

Students with language difficulties _____

Students who are married _____

Students who are parents _____

Students in special education _____

28. Were there opportunities for articulation with other levels of the homemaking program?

Where?	What did you do?
Junior high school	
Community college	
Adult education program	
Other	

29. Who assists in establishing priorities for program development in your department? Check those who assist.

Administrators _____ Former students _____

Teachers _____ Members of community _____

Students _____ Other _____

Parents _____ _____

30. What methods do you use to inform others about your program?

Students _____

_____

Faculty members _____

_____

Counselors _____

_____

Administrators _____

_____

Parents _____

_____

Community _____

_____

(If you have printed materials, please attach.)

31. In what ways do you involve the community in your program?

Advisory committees _____

_____

Use of community resource people _____

_____

Use of community facilities and agencies _____

_____

Other _____

_____

32. In what inservice education activities did CHE teachers participate? (Indicate number of staff members who attended each.)

State meetings _____

Local or district meetings _____

Extension courses for college credit _____

33. What type of facilities do you have?

Rooms	Number
Specialized laboratories	
Foods	
Clothing	
Child development	
Multipurpose rooms	
Classrooms (lecture)	

Do you feel your facilities are sufficiently flexible to allow for changes in your program? Yes____ No____ Indicate reason for response. _____

_____

34. Which of these audiovisual instructional devices do you have?

Videotape _____ Movie camera _____

Movie projector _____ Camera _____

Slide projector _____ Tape recorder _____

Filmstrip projector _____ Other _____

Overhead projector _____

Is this equipment readily available? Yes ____ No ____

If not, why not? _____

Do you feel your audiovisual equipment is adequate for your program? Yes ____ No ____

If not, indicate needs. _____

35. Do you have adequate instructional materials to emphasize consumer education in each area of the program?

Curriculum area	Yes	No	Needs

36. During this school year was your department budget adequate for your needs? _____

Was this year's budget greater than the previous year's? Yes___No___

37. What was the amount of your entitlement under Part F of Public Law 90-576?

District entitlement _____

Did this include the 40% EDA entitlement? Yes ____ No ____

Department allotment _____

Did this include the 40% EDA entitlement? Yes ____ No ____

Major expenditures of the entitlement _____ _____

38. Comments _____

Appendix 2

Student Population Information Sheet

Information on the student population was gathered as part of the field-testing of curriculum modules. To do this, the following questionnaire was used.

Please obtain the following information for students who participate in field-testing.

School _____

Department _____

Course title _____ Learning sequence _____

Grade level _____ Number of students _____

Age level _____ Sex of students _____

General level of reading ability: High _____

Average _____

Low _____

Type of school location: Urban _____

Suburban _____

Rural _____

Bilingual/cross-cultural factor: (Give approximate percentages.)

Bilingual		Cross-cultural	
Spanish speaking	_____ %	American Indian	_____ %
Chinese speaking	_____ %	American black	_____ %
Japanese speaking	_____ %	Chicano/Latin	_____ %
Other language	_____ %	Other white	_____ %
		Other cultural group	_____ %

Teacher _____

Appendix 3

Checklist: Steps in Field-testing Modules

Describe characteristics of the school and department.
(See Status Report of Curriculum Models.)

Specify student population for which intended.
(See Student Population Information Sheet.)

Administer pretest.
(Include both cognitive and affective items.)

Teach completed curriculum module.

Administer post-test.
(To cover same content as pretest)

Compare results of pretests and post-tests.

Convert raw data to percentages.

Write a brief statement of conclusions from field testing; include information on student feedback and teacher attitude.

 89 B.

Appendix 4

Checklist for Assessing Curriculum Module

Does the module provide:

Population:

_____ A clear definition of the student population for which it is designed

Objectives:

_____ Competency objectives in the cognitive domain

_____ Competency objectives in the affective domain

Content and Instructional Strategies:

_____ An affective opener or common experience

_____ Consumer education content relevant to student population

_____ Multiple approaches to learning (audio, visual, hands-on)

_____ Appropriate use of large-group, small-group, and independent study

_____ Sufficient detail to enable others to implement the strategies

_____ Learning experiences to move the student toward higher levels of learning

_____ Learning experiences to implement all stated objectives

_____ Learning experiences clearly related to stated objectives

Resources:

_____ Relevant resource materials (readable, varied, and attractive)

_____ Teacher-made material attached to modules

_____ Clear directions for use of teacher-made materials

_____ Appropriate acknowledgment of sources of materials

Evaluation:

_____ Appropriate evaluation procedures (cognitive, affective)

_____ Evaluation procedures that adequately sample content

_____ Evaluation that is varied and continuous

_____ Pretests and post-tests

Example of Instructional Module

This learning sequence, "Children and Television," was taught as part of a model curriculum during the INCINCE project.

Course title: Exploring Childhood — School: Azusa High School

Learning sequence: Children and Television — Teacher: Shelby Kostman

Approximate time: 5 - 7 days — Students: 10 - 11 - 12th Grade

Objectives: At the end of this unit, the students will show orally, in writing, or through demonstration that they are able to:

1. Classify children's television programs into entertainment and educational categories.
2. Analyze values of children's educational television programs in relation to educational objectives, concepts, and/or generalizations presented.
3. Evaluate commercial messages, as seen on children's television programs for appropriateness of content and approach to children.
4. Communicate with a station and/or sponsor their evaluation of program and/or commercial content.

OBJECTIVE	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
1 - 2	Quality of television programs for children is a controversial subject among parents and educators. Television can be a source of convenient harmless fun and can provide useful information.	Pretest Affective opener: View transparencies based on Walt Kelly's Pogo Primer for Parents. Have students develop a comprehensive list of children's television programs shown locally. Classify the programs as to entertainment or educational value.	Questionnaire on Children's Television Kelly, Walt. Pogo Primer for Parents. Washington, D.C.: Children's Bureau, TV Division, 1961. Superintendent of Documents, Modern Encyclopedia of Baby and Child Care. Volume 9. New York: Golden Press, 1966.	Responses on questionnaire Classification of television programs

OBJECTIVE	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
1 - 2 - 4	Television is a means of communication and entertainment.	Simulate a telecast from KAHS (K Azusa High School), Channel 420 (room number), of an elementary school film, Kids and Cookies. Follow the telecast with class discussion on the following points: 1. What would a child learn from this film? 2. What was the commercial message? 3. Was it acceptable for children? 4. What did we learn about children from the film? 5. What is an individual's responsibility for writing complimentary or critical letters to television sponsors and/or stations? 6. What should be included in such a letter? Have students write a letter to the sponsor, indicating their evaluation of the program based on principles of child development and consumer responsibility. Read Children and Television: Lessons from Sesame Street. Have students view several children's television shows, preferably with a child, and prepare a critique of each program including:	Kids and Cookies. Produced by Nabisco Co. Distributed by Associated Sterling Films, Sun Valley, California. Gerald S. Lesser, Children and Television: Lessons from Sesame Street. New York: Random House, 1974.	Analysis of letters for principles of child development and awareness of consumer responsibility.

OBJECTIVE	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
1 - 2 - 4 (continued)		1. Summary of content. 2. Age suitability. Why? 3. Educational objective. 4. What makes it appealing to child? Why? 5. Evaluation of sponsor.		
3	The typical American child is exposed to more than 25,000 television advertisements in the course of one year.	Read "All's Fair in Selling." Students react to a sample advertisement in which a cereal manufacturer encourages parents to prod school administrators into converting schools into collection centers for box tops that are to be traded in for athletic equipment.	"All's Fair in Selling," Consumer Reports, February, 1975.	Reactions to sales promotion
3	A Federal Trade Commission (FTC) ruling has made TV commercials featuring premiums (tiny toys and trinkets) to sell cereal products illegal.	Have students listen to a tape of commercials recorded from one hour of children's television Illustrate with actual products advertised. Identify examples of the concerns of the FTC with commercials. Discuss the following: 1. The use of "hero figures" to sell products 2. Advertising vitamins and over-the -counter drugs to children 3. Advertising dangerous toys or hazardous products 4. Failure to run disclaimers in spoken words as well as written ads appealing to preschoolers	Tapes of commercials. "Caveat Vendor," Newsweek, June 17, 1974. "Children's Crusaders," Newsweek, February 4, 1974.	Participation in discussions

OBJECTIVE	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
3		Discuss the implications of the advertisement focus for "children and their needs."		
		Evaluation: Given a product, the students will plan and produce an advertisement appropriate for television considering FTC guidelines.		Analysis of students' commercials
		Post-test	Questionnaire on Children's Television	Analysis of pretest and post-test response on questionnaire

Appendix 6

Sample Pretest and Post-test

This questionnaire is an integral part of the instructional module, "Children and Television" (Appendix 5).

Questionnaire on Children's Television

Who are ..... ? (List 1 - 20 characters who are currently a part of children's television.)

Name five children's shows that are educational.

1.
2.
3.
4.
5.

Name five children's shows that are entertaining. (They must not be the same as above.)

1.
2.
3.
4.
5.

State two rules that govern advertising during children's television.

1.

2.

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